

This **CHARTER** is entered into by and between ST. ALOYSIUS (“**Sponsor**”) and Northwest Ohio Classical Academy (“**School Governing Authority**”), the governing board of a new start-up Ohio public community school established as a public benefit corporation under Ohio Revised Code (R.C.) Chapter 1702.

WHEREAS, R.C. Chapter 3314 permits Ohio public community schools; and

WHEREAS, **St. Aloysius** is an authorized **Sponsor** under R.C. Chapter 3314; and

WHEREAS, the **School Governing Authority** is an Ohio public benefit corporation with its corporate principal place of business located at 5025 Glendale Avenue, Toledo, OH 43614 (“**School**”) in Lucas County, Ohio; and

WHEREAS, the **School** is located in the Toledo, OH (school district); and

WHEREAS, the **School Governing Authority** wishes to fully state or restate its agreement to operate an Ohio community school;

NOW THEREFORE, the **School Governing Authority** and the **Sponsor** enter into this Charter pursuant to the following terms and conditions. All Attachments and Recitals to this Charter are incorporated by reference and made a part of this Charter.

ARTICLE I

Purpose

- 1.1 **Purpose.** This Charter authorizes the operation of the **School** pursuant to R.C. Chapter 3314. Such school shall be a public school, independent of any School District and is part of the State of Ohio Program of Education. Pursuant to R.C. Section 3314.01, the **School Governing Authority** may sue and be sued, acquire facilities as needed, and contract for services necessary for the operation of the **School**. The **School Governing Authority** may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, R.C. Chapter 3314, other statutes applicable to community schools and the terms of this Charter. The **School Governing Authority** covenants and agrees to Sections 1.2 through 1.3 below.
- 1.2 **Non-Profit Corporation.** The **School** is established and operated as a non-profit corporation under R.C. Chapter 1702 if established prior to April 8, 2003. The **School Governing Authority** shall maintain in good standing the **School’s** status as a non-profit corporation. The **School Governing Authority** shall hold all rights to the name of the **School** and any trade names or fictitious names.
- 1.3 **Public Benefit Corporation.** The **School Governing Authority** must be an Ohio Public Benefit Corporation under R.C. 1702.01(P), if formed after April of 2003. Attached as [Attachment 1.3](#) are the Certificate of Incorporation, Articles of Incorporation, and Code of Regulations. Any changes or updates in any of these documents must be reported in

writing to the **Sponsor** within seven (7) business days of the effective date of such changes, along with a copy of all documentation and filings.

For schools beginning operation in the 2019-2020 school year and later, no later than December 31, the **School Governing Authority** shall apply to qualify as a federal tax exempt entity under Section 501(c)(3) of the Internal Revenue Code. The **School Governing Authority** shall submit a copy of the application as submitted to the IRS to the **Sponsor** within seven (7) business days of submission. Any change in tax status of the **School** must be reported in writing to the **Sponsor** within seven (7) business days after notice to the **School** or the **School Governing Authority**, with a copy of any documentation and official/governmental notices or letters.

- 1.4 **Sponsor.** The **Sponsor** shall carry out the responsibilities established by law, including:
- (a) Monitor the **School's** compliance with the laws applicable to the **School** and with this Charter;
 - (i) Conduct site visits to the **School** as necessary, but at least twice annually and three (3) months apart while classes are in session; and
 - (ii) Report on an annual basis the results of the site visits to the Ohio Department of Education and to the parents of students enrolled in the community school; and
 - (b) Monitor and evaluate the academic performance and the organization of the **School** as delineated in Attachment 6.4, the state report cards issued for the School under R.C. 3302.03 and R.C. 3314.07 and any other analysis conducted by the Ohio Department of Education on at least an annual basis and provide the **School** and **School Governing Authority** with an annual report;
 - (c) Provide reasonable technical assistance to the **School Governing Authority** in complying with this Charter and with applicable laws (provided, however, the **Sponsor** shall not be obligated to give legal advice to the **School Governing Authority** (*See 2.7* below); and
 - (d) If necessary and appropriate, declare the **School Governing Authority** to be on probation pursuant to R.C. 3314.073. The **Sponsor** shall monitor the actions taken by the **School Governing Authority** to remedy the conditions that have warranted probationary status as specified by the **Sponsor**. Provided prior written notice is delivered to all members of the **School Governing Authority**, the **Sponsor** may take over the operation of the **School**, and also replace the entire **School Governing Authority**, or any member of the **School Governing Authority**, should the **School Governing Authority** or any officer of the School, if the **School Governing Authority** or its officer(s) (a) fully resigns or a majority of its

members abandon(s) its/their duties hereunder or at law, or (b) act(s) or omit(s) to act in a manner that is likely to cause immediate or irreparable harm to the **School** and/or its students. The **Sponsor** may also take steps to terminate the charter with the **School Governing Authority** or to suspend operation of the **School** if the **Sponsor** at any time finds that the **School Governing Authority** is no longer able or willing to remedy those conditions to the satisfaction of the **Sponsor**.

- (e) Monitor and evaluate the **School's** fiscal performance and establish and/or require a plan of action to be undertaken if the **School** experiences financial difficulties or losses before the end of the school year;
 - (i) Upon learning of financial difficulties or losses, the **Sponsor** shall provide the **School Governing Authority** with a reasonable time frame to submit a plan of action; and
 - (ii) The **Sponsor** shall review and approve the plan within ten (10) business days of receipt; and
- (f) Provide in writing the annual assurances for the **School** no later than ten (10) business days prior to the opening of the **School**, as required in R.C. Section 3314.19; and
- (g) Abiding by the requirements in its contract with the Ohio Department of Education, even should those requirements affect the **School** and/or the **School Governing Authority**; and
- (h) Other activities designed to specifically benefit the School; and
- (i) Oversee the **School's** closure.

ARTICLE II

School Governing Authority

- 2.1 **Governing Authority Members.** The **School Governing Authority** (its Board of Directors "Directors" or "Board") must contain at least five (5) Directors, who are not owners, employees, or consultants or immediate relatives of owners, employees or consultants, of the Sponsor or any company that operates or manages the **School**. Further, **School Governing Authority** members shall comply with R.C. 102.03, 2921.42 and 2921.43. Attached as [Attachment 2.1](#) is a **School Governing Authority** roster including names, home and/or work addresses (not the address of the **School**), a valid telephone number where the member can be reached, and electronic mail addresses of the current members of the **School Governing Authority**. Current resumes for each **School Governing Authority** member will be provided to the **Sponsor** prior to the member being appointed to the **School Governing Authority**.

The **School Governing Authority** agrees to comply with the procedures by which the members of the **School Governing Authority** of the **School** will be selected in the future as set forth in the by-laws or code of regulations. The **Sponsor** shall be notified of any changes in members in writing (members, Directors or trustees of the Board) including names, notices of new names, addresses, e-mail, resumes and telephone numbers, within seven (7) business days of such change. **School Governing Authority** members may be compensated per R.C. 3314.02(E)(5) based on the School Governing Authority's approved policy.

Each **School Governing Authority** member agrees to execute a conflict of interest statement on an annual basis and provide a copy to the **Sponsor** prior to May 31st.

The **School Governing Authority** must meet at least six (6) times per year and must send notice of all regular meetings to the **Sponsor** at least three (3) business days prior to the meeting. If the **School Governing Authority** calls a special meeting, notice must be sent twenty-four (24) hours prior to the meeting. If the **School Governing Authority** calls an emergency meeting, notice must be sent immediately. The **School Governing Authority** must maintain a policy regarding how it will notify the public of all meetings. The **School Governing Authority** shall submit a meeting schedule to the **Sponsor** no later than July 1st of each school year. Any changes to the meeting schedule must be communicated within ten (10) business days of the change being approved.

All names of **School Governing Authority** members shall be posted on the **School's** website and updated timely as necessary.

2.2 **Training of Governing Authority Members.** All new **School Governing Authority** members are required to attend Board training. If the member chooses to complete the training offered by the **Sponsor**, which training shall be free of charge and offered in such a manner that the member may participate remotely, the member shall begin the training within thirty (30) days of appointment and complete the training within six (6) months. If the member chooses to complete training not offered by the **Sponsor**, this training must be at least four (4) hours in length and be completed within ninety (90) days of appointment to the Board. Additionally, the training must be approved by the **Sponsor** prior to completion. Existing Board members are encouraged to participate in Board training on an annual basis to remain current regarding their responsibilities as a member of the **School Governing Authority**. The **Sponsor** reserves the right to require additional training of any **School Governing Authority** member(s) at the **Sponsor's** discretion (provided training is offered by the Sponsor free of charge). If additional training is required, the training will be presented at the board meetings or by web-ex with advance notice provided to all **School Governing Authority** members. If the training is provided by web-ex, the **School Governing Authority** members will have thirty (30) days to view the training.

2.3 **Criminal Background Checks of Governing Authority Members.** Under R.C. 3314.19(I), all **School Governing Authority** members are required to obtain a criminal background check free of disqualifying offenses, including both a BCI and a FBI. The BCI and FBI background checks must have been completed within one (1) year prior to the **School Governing Authority** member being appointed to the **School Governing Authority**. A potential **School Governing Authority** member shall not serve on the **School Governing Authority** unless and until that person has submitted to a criminal records check in the manner prescribed by R.C. 3319.39 and a copy of the BCI and FBI

check has been submitted to the **Sponsor**. The **Sponsor** shall approve the potential **School Governing Authority** member pursuant to R.C. 3314.02(E)(2)(a) and communicate the approval to the **School Governing Authority**. Each Board Member shall sign consent to release their background check to the **Sponsor**. Background checks will not be accepted if submitted by the **School Governing Authority** member or sent to the **School Governing Authority** member's address. Sponsor agrees to maintain the confidentiality of background checks of current or prospective Governing Authority members that are provided to the Sponsor.

2.4 **Material Adverse Effect.** The **School Governing Authority** shall deliver written notice to the **Sponsor** promptly upon obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the **School** including, but not limited to:

- (a) Any material breach of any covenant or agreement contained in this Charter, or
- (b) Any notice given to the **School Governing Authority** or any other action taken with respect to a claimed default under any financing obtained by the **School Governing Authority**, or
- (c) The failure of the **School Governing Authority** to comply with the terms and conditions of any certificates, permits, licenses, governmental regulations, a report in reasonable detail of the nature and date, if applicable of such event or circumstance and the **School Governing Authorities'** intended actions with respect thereto; or
- (d) The institution of or threat of any action, suit, proceeding, governmental investigation or arbitration against or directly affecting the **School Governing Authority** or any property thereof (collectively "Proceedings") not previously disclosed in writing by the **School Governing Authority**; or
- (e) Any material development in any Proceedings to which the **School Governing Authority** is a party or the **School Governing Authority's** property is subject.

Written notice of any of the above must be submitted to the **Sponsor** no later than seven (7) business days after receipt of notice provided to the **School Governing Authority**, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting the **School Governing Authority** or, if there has been no change since the last such report, a statement to that effect, shall promptly be sent to the **Sponsor**. Other such information as may be reasonably requested by the **Sponsor** to enable the **Sponsor** and its counsel to evaluate any of such Proceedings shall be sent promptly upon request by the **Sponsor**.

2.5 **Sponsor Oversight.** The **School Governing Authority** and the **School's** administration covenant and agree to cooperate fully with the **Sponsor** in all activities as required by regulations of the Ohio Department of Education for oversight of the **School**. This includes, but is not limited to:

- (a) Opening Assurances site visits at least ten (10) days prior to the first day of school for student instruction and compliance site visits at least two (2) times per year and at times thereafter as determined necessary by the **Sponsor**. The **School Governing Authority** or designee must maintain documentation of all verification of compliance in a compliance binder which shall be readily accessible at all times.

- (b) Monthly reviews of financials. All financials, operating budgets, assets, liabilities, enrollment records or similar information must be submitted by the Fiscal Officer of the **School** to the **Sponsor** by email to financials@charterschoolspec.com no later than the 15th of every month for the previous month's financial activity. The **Sponsor** shall provide a written report concerning the review of the financials to the **Governing Authority** and the fiscal officer within ten (10) days after receipt of the documents. The reports submitted may be in a format determined by the **School Governing Authority**, but must include:
 - (i) Cash Fund Report – a listing of all funds used showing the month's and year's activity and balances; and
 - (ii) Revenue Summary – a listing of all revenue received for the month and for the year; and
 - (iii) Statement of Net Position or Balance Sheet – statement showing assets, liabilities and net assets, in balance sheet form; and
 - (iv) Statement of Revenues, Expenses and Changes in Net Position or Income Statement – Statement showing monthly and year-to-date Revenue and Expenses comparative to corresponding budgeted amounts; and
 - (v) Check Register – a listing of all checks for the month; and
 - (vi) Cash Reconciliation – a book to bank reconciliation of all cash accounts with copies of bank statements; and
 - (vii) Aged Accounts Payable Detail – a listing of all outstanding accounts payable aged in 30 day increments; and
 - (viii) Enrollment Records – in the form of monthly FTEs; and
 - (viii) Copy of the monthly State Community School Statement of Settlement Report, and Detail Funding Report.

Fiscal Officers and the **School Governing Authority** will be notified if a deadline is not met and/or if reports submitted do not contain all of the data required. If the **Sponsor** does not receive the correct data within a reasonable amount of time under the circumstances, the **School Governing Authority** may be placed on probation under section 11.9 of this Charter until all required information is received; and

- (c) Signature on this document shall be evidence of granting “read only” access to the **Sponsor** to all data and data systems related to the academic, fiscal, and compliance performance of the **School**.
- (d) Other appropriate and reasonable requests for information from the **Sponsor**, the Ohio Department of Education, or other required governmental agencies.
- (e) **Sponsor** representatives can act as non-voting ex-officio Board Members and shall be included in executive sessions unless explicitly excused by the **School Governing Authority** so that the **Sponsor** may be discussed or to avoid inadvertent waiver of attorney client privilege. When any **Sponsor** representative is included in an executive session, he/she will abide by all applicable confidentiality rules.
- (f) If the **School** receives comments or findings in its annual audit, **the School Governing Authority** shall have a post-audit conference. The **School Governing Authority** shall consult with the **Sponsor** prior to waiving the post-audit conference. The **Sponsor** shall participate in the post-audit conference even if the **School Governing Authority** chooses to waive the conference.

2.6 **Technical Assistance and Training by Sponsor.** The **Sponsor** and or the Ohio Department of Education may provide technical assistance and training to the **School** and its staff at such times and to the extent that the **Sponsor** and the Ohio Department of Education deems appropriate or as the then current law requires. As required by law, the **School**, **School Employees** and **School Governing Authority** shall attend training and receive technical assistance at the direction of the **Sponsor** or the Ohio Department of Education. The **School Governing Authority** has the right to request and the **Sponsor** shall provide reasonable technical assistance or additional training in areas in which the **Sponsor** has knowledge provided the technical assistance is not the responsibility of the **School Governing Authority’s** third party vendors.

2.7 **Governing Authority Contracts.** If the **School Governing Authority** contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

- 2.8 **Internal Financial Controls.** The **School Governing Authority** shall submit copies of all policies and procedures regarding internal financial controls, including the **School's** credit card policy, adopted and include them as [Attachment 2.8](#) in this charter agreement.
- 2.9 **Public Records and Open Meetings Training.** The **School Governing Authority** members, the designated fiscal officer of the **School**, the chief administrative officer and other administrative employees of the **School**, and all persons contracted by the **School's** operator for supervisory or administrative services shall complete training on an annual basis on the public records and open meetings laws.

ARTICLE III

Operations

- 3.1 **Student Transportation.** The **School Governing Authority** will work to assure that transportation of students is provided to the extent that such transportation is required by law and shall maintain a transportation plan at all times. Under R.C. 3314.091, the **School Governing Authority** must notify the local traditional public school district if the **School Governing Authority** will be accepting responsibility for student transportation. If the **School Governing Authority** has entered into an agreement with the local school district that designates the **School Governing Authority** as responsible for providing or arranging for the transportation of the district's native students to and from the community school pursuant to R.C. 3314.091(A), the agreement shall be submitted to the **Sponsor** for approval. If the **School Governing Authority** assumes the responsibility for the transportation of the local district's native students by notifying the local district pursuant to R.C. 3314.091(B)(2), then it shall notify the **Sponsor** of that decision and provide a transportation plan.
- 3.2 **Management by Third Parties.** Should the **School Governing Authority** enter into any contract for management or operation of the **School** or its curriculum or operations, or any portion thereof, such fully executed contract must be reviewed and negotiated by an attorney, independent of the **Sponsor** or the operator with which the **School** has contracted. The final contract shall be attached as [Attachment 3.2](#).

If the **School Governing Authority** desires to enter into a contract with an operator after execution of this Charter, change operators during the term of this Charter, or remove an operator and operate the **School** independently, the **School Governing Authority** shall submit information using the application provided by the **Sponsor**.

The **Sponsor** shall evaluate the proposed operator or independent operation and shall provide the **School Governing Authority** with a written response within a reasonable amount of time. The **Sponsor** shall approve the proposed operator or the **School's** independent operation prior to execution of a contract with the proposed operator or termination of the contract with the current operator. If the proposed operator is approved, the **School Governing Authority** shall provide the **Sponsor** with the fully executed

contract within three (3) business days of execution. This contract shall be incorporated as [Attachment 3.2](#).

If the management company provides services to the **School** in excess of twenty percent (20%) of the **School's** gross annual revenues, then the management company must provide a detailed accounting of the nature and costs of the services it provides to the **School**, acceptable to the Auditor of the State of Ohio. This information shall be included in the footnotes of the financial statements of the **School** and be subject to audit during the course of the regular financial audit of the community school.

If the management company or operator loans money to the **School** or **School Governing Authority**, all moneys loaned, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate.

If the **School** permanently closes and ceases its operation as a community school, any property that was acquired by the operator or management company of the **School** in the manner prescribed in R.C. 3314.0210 shall be distributed in accordance with R.C. 3314.015(E) and R.C. 3314.074.

The **School Governing Authority** shall evaluate the performance of its management company. This evaluation shall occur annually and a report of the evaluation shall be submitted to the **Sponsor** by October 30th of each year excluding the first year of operation or within forty-five days after the release of the local report card by the Ohio Department of Education, whichever is later.

- 3.3 **Non-Sectarian**. The **School** shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.
- 3.4 **Disposition of Assets**. To the extent permitted under Chapter 1702 of the Ohio Revised Code and the Internal Revenue Code with respect to a **School** which is a 501(c)(3) tax exempt organization, if the **School** permanently closes, the **School** and **School Governing Authority** agree to distribute all assets in accordance with Section 3314.074 of the Ohio Revised Code. The **School** shall comply with the closing procedures as agreed to in [Attachment 3.4](#).
- 3.5 **Commencement of School Operations**. The **School** shall open for operation not later than September 30th of each school year, unless the mission of the **School** is solely to serve dropouts. In its initial year of operation, if the **School** fails to open by the thirtieth (30th) day of September, or within one (1) year after the adoption of the charter if the mission of the **School** is solely to serve dropouts pursuant to division (D) of section 3314.02 of the Revised Code, the charter shall be void.
- 3.6 **Safety Plan**. Under R.C. 3313.536, the **School Governing Authority or designee** shall submit to the department of education, in accordance with rules adopted by the state board of education, an electronic copy of its emergency management plan not less than once

every three years, whenever a major modification to the building requires changes in the procedures outlined in the plan, and whenever information on the emergency contact information sheet changes. The **School Governing Authority or designee** shall also file a copy of the plan with each law enforcement agency that has jurisdiction over the school building.

- 3.7 **Racial and Ethnic Balance.** The **School** will attempt to achieve or continue, as the case may be, racial and ethnic balance reflective of the community it serves by doing each of the items recited in [Attachment 3.7](#). Notwithstanding the admissions procedures of the **School**, in the event that the racial composition of the enrollment of the **School** is in violation of a federal desegregation order, the **School** shall take any and all corrective measures to comply with desegregation order. The **School Governing Authority** must assess the Racial and Ethnic Balance of the **School** each year in order to make necessary adjustments to any marketing plans currently used by the **School** in order to attempt to be reflective of either the community it serves or the local traditional public school district in which the **School** resides.
- 3.8 **Tuition.** Subject only to any applicable exception pursuant to R.C. 3314.26, tuition in any form shall not be charged for the enrollment of any student. Additionally, the **School Governing Authority** shall not require parents to volunteer in lieu of a tuition charge. Nothing in this section prevents reasonable activity or class fees as allowed by law, or the **School Governing Authority** engaging in voluntary fund-raising activities.
- 3.9 **Admissions Policy.** The admissions and enrollment procedures of the **School** are attached hereto as [Attachment 3.9](#) and shall be followed and may not be changed without the prior written notice to the **Sponsor**. At a minimum, the admission procedures at all times must comply with R.C. 3314.06 and R.C. 3314.061 if applicable and must:
- (a) specify that the **School** will not discriminate in its admission of students to the **School** on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability or measurement of achievement or aptitude;
 - (b) be open to any individual entitled to attend school in the State of Ohio pursuant to section 3313.64 or section 3313.65 of the Ohio Revised Code, except that admission to the **School** may be limited to (i) students who have obtained a specific grade level or are within a specific age group, (ii) students that meet a definition of “at-risk,” as defined within this Charter, (iii) residents of a specific geographic area within the district, as defined in this Charter, (iv) separate groups of autistic students and nondisabled students under R.C. 3314.061 and as defined in this Charter, and/or (v) single-gender students of either sex.

If the number of applicants meeting admission criteria exceeds the capacity of the **School’s** programs, classes, grade levels or facilities, students shall be admitted by lot from all eligible applicants, except preference shall be given to students attending the **School** the previous year and to students who reside in the district in which the **School** is located. Preference may also be given to eligible siblings of

students attending the **School** the previous year and children of full-time staff members employed by the **School**, provided the total number of children of staff members receiving this preference is less than five percent of the **School's** total enrollment. The lottery may be conducted by the **Sponsor**.

- (c) The **School Governing Authority** shall adopt a policy regarding the admission of students residing outside the district in which the **School** is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and at the sole discretion of the authority, shall do one of the following:
 - (i) Prohibit the enrollment of students who reside outside the district in which the **School** is located; or
 - (ii) Permit the enrollment of students who reside in districts adjacent to the district in which the **School** is located; or
 - (iii) Permit the enrollment of students who reside in any other district in the state.
- (d) If the **School** serves kindergarten and first grade students, it may admit students early into kindergarten and first grade based on the **School's** local policy for early entrance. If it is the intent of the **School** to admit students who do not meet the statutory deadline for regular admission, the **School Governing Authority** must adopt its own local policy for early entrance and/or the Early Entrance Student Acceleration Policy for Advanced Learners as applicable.

3.9.1 The **School Governing Authority** agrees to provide notices to students, parents, employees and the general public indicating that all of the **School's** educational programs are available to its students without regard to race, creed, color, national origin, sex and disability. Further, the **School** shall provide a non-discrimination notice in all newsletters, annual reports, admissions materials, handbooks, application forms and promotional materials other than radio advertisements.

3.9.2 The **School Governing Authority** agrees to provide a copy of the most recent Local Report Card to parents during the admissions process under R.C. 3313.6411(B).

3.10 **Attendance Policy.** The **School Governing Authority** must adopt an attendance policy that includes a procedure for automatically withdrawing a student from the **School** if the student, without a legitimate excuse, fails to participate in seventy-two (72) consecutive hours of the learning opportunities offered to the student. The **School** and **School Governing Authority** shall ensure all attendance and participation policies will be available for public inspection and that all policies comply with rule and law applicable to truancy and excessive absences. The **School's** attendance and participation records shall be made available to the Ohio Department of Education, auditor of state and the **Sponsor** to the extent permitted under and in accordance with the "Family Educational Rights and

Privacy Act of 1974,” 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and R.C. 3319.321.

- 3.11 **Suspension and Expulsion Policies.** The **School Governing Authority** shall maintain a policy regarding suspension, expulsion, removal and permanent exclusion of a student that specifies among other things the types of misconduct for which a student may be suspended, expelled or removed and the due process related thereto. The **School’s** practices pursuant to the policy shall comply with the requirements of sections 3313.66, 3313.661 and 3313.662 of the Ohio Revised Code. Those policies and practices shall not infringe upon the rights of handicapped students as provided by state and federal law and the **School** must also maintain a policy for the discipline of students receiving special education services. Additionally, the **School** shall not suspend, expel or remove a student from the **School** under section 3313.66 of the Revised Code solely on the basis of the student’s absences from school without legitimate excuse.
- 3.12 **Students with Disabilities.** Upon admission or identification of any disabled student, the **School** will comply with all federal and state laws regarding the education of students with disabilities. The **School** shall provide all necessary related services or the **School Governing Authority** may contract for related services. The **School Governing Authority’s** plan to provide these services is included in [Attachment 3.12](#).
- 3.13 **School Closure or Reconstruction.** The **School** agrees to remain open for students to attend until the end of the school year in which it is determined that the **School** must close. The programs provided to students in the final year of the **School** must continue without interruption or reduction unless program changes are approved in writing by the **Sponsor**. The **Sponsor** may, at its sole discretion, operate the **School** in the event the **School Governing Authority** fails to continue until the end of the approved school year or is otherwise suspended or terminated. Provided prior written notice is delivered to all members of the **School Governing Authority**, the **Sponsor** may also replace the **School Governing Authority** or any officer of the **School**, if the **School Governing Authority** or its officer(s) (a) fully resigns or a majority of its members abandon(s) its/their duties hereunder or at law, or (b) act(s) or omit(s) to act in a manner that is likely to cause immediate or irreparable harm to the **School** and/or its students. Provided however, the **Sponsor** may suspend the operations or terminate the charter as otherwise indicated by law.
- 3.14 **Internet or Computer-Based Community Schools.** The **School Governing Authority** and **School**, if an internet or computer-based community school, shall comply with the requirements in R.C. 3314.013 (Limits on start-up schools) and R.C. 3314.033 (Standards governing operation of internet – or computer – based community schools).
- 3.15 **Community School Bond.** No **School** shall initiate operation after February 1, 2016, unless the **School Governing Authority** has posted a bond in the amount of fifty thousand dollars with the auditor of state. In lieu of the bond, the **School Governing Authority**, the **Sponsor** or the operator may deposit, with the auditor of state, cash in the amount of fifty thousand dollars as guarantee of payment under R.C. 3314.50. In lieu of a bond or a cash

deposit, the **Sponsor** or the operator may provide a written guarantee of payment, which shall obligate the **Sponsor** or operator to pay the cost of audits of the **School** up to the amount of fifty thousand dollars. Any such written guarantee shall be binding upon any successor entity that enters into a contract to **Sponsor** or to operate the **School**, and any such entity, as a condition of its undertaking shall acknowledge and accept such obligation.

- 3.16 **Enrollment and Residency Policy.** The **School Governing Authority** must adopt an Enrollment and Residency Policy in accordance with sections 3313.672, 3313.64, 3313.65, 3314.03 and 3314.11 of the Ohio Revised Code. The **School** shall annually submit to the Ohio Department of Education and auditor of state a report of each instance under which a student who is enrolled in the **School** resides in a children's residential center as defined under R.C. [5103.05](#).

ARTICLE IV

Compliance With Laws

- 4.1 **Compliance with State Laws.** The **School** shall comply with the following sections of the Ohio Revised Code as applicable to the **School's** operations: 9.90 (Purchase or procurement of insurance), 9.91 (Placement or purchase of tax-sheltered annuity for educational employees), 109.65 (Missing children clearinghouse – missing children fund), 121.22 (Public Meetings), 149.43 (Availability of public records for inspection and copying), 311.29 (Authority for the county sheriff to contract with a community school for police services), 2151.357, (Institution receiving children required to make report), 2151.421 (Reporting child abuse or neglect), 2313.19 (Employer may not penalize employee for being called to jury duty), 3301.07 (Requirement to report financial information to the State Board in the same manner as school districts), 3301.0710 (Ohio Graduation Tests), 3301.0711 (Administration and grading of tests), 3301.0712 (College and work ready assessments), 3301.0714 (Guidelines for statewide education management information system) (as stated in 3314.17), 3301.0715 (District board to administer diagnostic assessments – intervention services), 3301.0723(C) (Data verification code for younger children receiving state services), 3301.0729 (Time spent on assessments), 3301.52 to 3301.059 (Preschool program standards and licensing), 3301.60 (Interstate Compact on Educational Opportunity for Military Children), 3301.947 (Privacy of data during testing), 3301.948 (Provision of data to multi-state consortium prohibited), 3302.13 (Reading achievement improvement plan requirements), 3302.16 to 3302.18 (Authority for establishment of community learning centers at schools), 3302.20 (Financial reporting requirements), 3309.013 (Exclusions from definition of employee under ORC section 3309.01), 3311.742 (Municipal school district student advisory committees), 3313.131 (Member of governing authority of community school prohibited from membership on board of education), 3313.375 (Lease-purchase agreement for building or improvements to building), 3313.411 (Lease or sale of unused school facilities), 3313.472 (Policy on parental and foster caregiver involvement in schools), 3313.50 (Record of tests – statistical data – individual records), 3313.536 (School safety plan for each school building), 3313.5310 (Information and training regarding sudden cardiac arrest), 3313.539 (Concussions and school athletics), 3313.602 (Veteran's Day Observance), 3313.608

(Third Grade Reading Guarantee), 3313.609 (Grade Promotion and Retention Policy) 3313.6012 (Policy governing conduct of academic prevention/intervention services), 3313.6013 (Dual enrollment program for college credit), 3313.6014 (Parental notification of core curriculum requirements), 3313.6015 (Resolution describing how district will address college and career readiness and financial literacy), 3313.6020 (Policy on Career Advising), 3313.6021 and 3313.6023 (Requirements to provide instruction in CPR and use of AED), 3313.611 (State seal of biliteracy), 3313.6411 (Providing report card to parent), 3313.643 (Eye protective devices), 3313.648 (Prohibiting incentives to enroll in district), 3313.66 (Suspension, expulsion or permanent exclusion- removal from curricular or extracurricular activities), 3313.661 (Policy regarding suspension, removal, expulsion and permanent exclusion), 3313.662 (Adjudication order permanently excluding pupil from public schools), 3313.666 (District policy prohibiting harassment required), 3313.667 (District bullying prevention initiatives), 3313.668 (Removal from school based on absences), 3313.67 (Immunization of pupils – immunization records – annual summary), 3313.671 (Proof of required immunizations – exceptions), 3313.672 (Presenting school records, custody order if applicable and certification of birth by new pupil), 3313.673 (Screening of beginning pupils for special learning needs), 3313.69 (Hearing and visual tests of school children – exemptions), 3313.71 (Examinations and diagnoses by school physician), 3313.7110 (Procurement of epinephrine autoinjectors for public schools), 3313.7112 (Requirements related to care of students with diabetes), 3313.7113 (Procurement of inhalers for board), 3313.716 (Possession and use metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms), 3313.718 (Possession and use of epinephrine auto-injector to treat anaphylaxis), 3313.719 (Food allergy protection policy), 3313.721 (Health care for students), 3313.80 (Display of national flag), 3313.814 (Standards governing types of food sold on school premises), 3313.816 (Sale of a la carte beverage items), 3313.817 (A la carte foods; determination of nutritional value; software), 3313.86 (Health and safety review), 3313.89 (Publication of information regarding online education and career planning tool), 3313.96 (Informational programs relative to missing children – fingerprinting program), 3314.0210 (Property purchased by operator or management company), 3314.032 (Contents of contract between governing authority and operator), 3314.035 (Publication of names of members of governing authority), 3314.036 (Employment of attorney), 3314.037 (Training on public records and open meetings laws), 3314.038 (Children residing in residential center; reporting), 3314.08 (Annual enrollment reports), 3314.101 (Suspension of employee pending criminal action), 3314.103 (Termination of contract prior to termination of annual session), 3314.18 (Breakfast and lunch programs – summer extension), 3314.40 (Report of employee conviction or alternative disposition), 3314.401 (Employee investigation report kept in personnel file), 3314.402 (Application of collective bargaining agreement), 3314.403 (False report of employee misconduct prohibited), 3314.44 (Collection and transmittal of school records after closing), 3317.161 (Approval of career-technical education programs), 3319.073 (In-service training in child abuse prevention programs), 3319.22 through 3319.31 (Licensure/certification of employees), , 3319.321 (Confidentiality), 3319.39 (Criminal records check), 3319.391 (Applicants and new hires subject to criminal records check provisions), 3319.41 (Corporal punishment policy), 3319.46 (Policy and rules regarding positive behavior intervention supports and the use of physical restraint or seclusion), 3319.58 (Retesting teachers in low performance schools), 3321.041 (Excused absences for

certain extracurricular activities), 3321.01 (Compulsory school age – requirements for admission to kindergarten or first grade – pupil personnel services committee), 3321.13 (Duties of teacher or superintendent upon withdrawal or habitual absence of child from school – forms), 3321.14 (Attendance officer – pupil-personnel workers), 3321.17 (Attendance officer and assistants – powers), 3321.18 (Enforcement proceedings), 3321.19 (Examination into cases of truancy – failure of parent, guardian or responsible person to cause child’s attendance at school), 3321.191 (Board to adopt policy regarding habitual truancy – intervention strategies), 3323.19 (Comprehensive eye examination), 3327.01, 3327.02 and 3327.09 (Student transportation), 3327.10 (Qualifications of drivers), 3327.16 (Volunteer bus rider assistance program), 3333.31 (Rules for determining student residency), 3333.81 to 3333.88 (Requirements related to student participation in distance learning courses), 3365.032 (Notice of expulsion of student), 3737.73 (Fire, Tornado and Lockdown Drills), 4111.17 (Prohibiting discrimination in payment of wages), 4113.52 (Reporting violation of law by employer or fellow employee) and 5705.391 (Board of education spending plan), Chapters 117 (Auditor of State), 1347 (Personal Information Systems), 1702 (Non-Profit Corporation Law), 2744 (Political Subdivision Tort Liability), 3307 (State Teachers Retirement System), 3309 (Public School Employees Retirement System), 3314 (Community Schools), 3323 (Special Education), 3365 (Post-Secondary Enrollment Options Program), 3742 (Lead Abatement), 4112 (Civil Rights Commission), 4117 (Collective Bargaining Law), 4123 (Workers’ Compensation), 4141 (Unemployment Compensation), and 4167 (Public Employment Risk Reduction Program) of the Ohio Revised Code as if it were a school district. The **School** will comply with these sections and chapters of the Ohio Revised Code now in effect and as hereafter amended. Certain laws listed above which are not specified therein as mandatory, are permissive, unless otherwise specifically required under this Charter. Laws listed above which are mandatory, are also mandatory under this Charter.

The **School** shall comply with Chapter 102 (Public Officers – Ethics), section 2921.42 (Having an unlawful interest in a public contract) and section 2921.43 (Soliciting or accepting improper compensation) of the Ohio Revised Code. The **School Governing Authority** must maintain a general conflict of interest policy.

The **School** shall also comply with R.C. 3302.04 (Three year continuous improvement plan – intervention by department – site evaluations) and R.C. 3302.041 (Failure to make adequate progress – corrective actions), including division (E) of R.C. 3302.04 to the extent possible, except that any action required by a school district under R.C. 3302.04 shall be taken by the **Sponsor**. The **Sponsor**, however, shall not be required to take any action under R.C. 3302.04(F).

The **School** shall comply with R.C. 3313.614 (Testing requirements for fulfilling curriculum requirement for diploma), and with R.C. 3313.61 (Diploma or honors diploma) and 3313.611 (Standards for awarding high school credit equivalent to credit for completion of high school academic and vocational education courses) except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum adopted by the governing authority of the community school rather than the curriculum

specified in R.C. Title XXXIII or any rules of the state board of education. Beginning with students who enter the ninth grade for the first time on or after July 1, 2010, the curriculum of a high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in R.C. 3313.603(C), unless the person qualifies under R.C. 3313.603(D) or (F). Each **School** shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the State Board of Education under R.C. 3313.603(J).

The **School**, unless it is an internet- or computer-based community school, shall comply with 3313.801 (Display of national and Ohio Mottos) as if it were a school district.

The **School** shall comply with Ohio Administrative Code Section 901:5-11-15 governing pesticide policies.

- 4.2 **Compliance with Other Laws.** The **School** and the **School Governing Authority** may not carry out any act or insure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, federal law, Ohio law and this Charter. The **School** and the **School Governing Authority** are not exempt from federal laws, rules and regulations, or other Ohio laws granting rights to parents as provided under R.C. 3314.04.

ARTICLE V

Facilities

- 5.1 **Location of Facility.** The facility to be used for the **School** will be maintained at 5025 Glendale Avenue, Toledo, OH 43614. If multiple facilities are used, the **School Governing Authority** shall comply with R.C. 3314.05. If the facility has been or will be leased, a copy of the fully executed lease and any lease renewals or amendments must be provided to the **Sponsor** within seven (7) business days of its execution and shall be incorporated into this charter as Attachment 5.1(a). If the facility has been or will be purchased by the **School Governing Authority**, a copy of the contract of sale and related documents must be provided to the **Sponsor** within seven (7) business days of execution, and after purchase, a copy of the recorded conveyance documents shall immediately be provided to the **Sponsor**. Any lease or sub-lease of the facility by any party, including the management company, must be documented in writing.

The **School Governing Authority** shall provide the following information in Attachment 5.1(b):

- (a) a detailed description of each facility used for instructional purposes; and
- (b) the annual costs associated with leasing each facility that are paid by or on behalf of the school; and

(c) the annual mortgage principal and interest payments that are paid by the school; and

(d) the name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

The facility will not be changed and the number of square feet used will not be reduced without prior notification to the **Sponsor**. Any lease, mortgage payments, or capital improvement costs must be consistent with the yearly budgets given to and assessed by the **Sponsor**. In any material change of facility, the **Sponsor**, at its sole discretion, but without obligation to do so, may request maps, plans and/or revised budgets showing adequate service of the debt and reserves for maintenance or repairs. The **Sponsor** shall not be liable for the debts, obligations or business of the **School** or the **School Governing Authority**, but may request any information the **Sponsor** deems necessary to assess adequate planning for facilities.

5.2 **Tax Exempt Status.** Under R.C. 5709.07, real property used by a **School** for primary or secondary educational purposes, including only so much of the land as is necessary for the proper occupancy, use and enjoyment of such real property by the **School** for primary or secondary educational purposes shall be exempt from taxation. This exemption does not apply to any portion of the real property not used for primary or secondary educational purposes.

5.3 **Compliance with Health and Safety Standards.** Any facility used by the **School Governing Authority** for or by the **School** shall meet all health and safety standards established by law for community school buildings. The **School** shall not begin operations either at start up or after any structural change requiring permits until such time as the **Sponsor** has viewed all health and safety permits and permission to open has been granted as required by law. **Sponsor** shall have seven (7) business days to review the health and safety permits from the date the **School Governing Authority** notifies the **Sponsor** that such permits are available for review. Facilities will be maintained in a clean, healthy manner to the satisfaction of the proper authorities. Copies of all current permits, inspections and/or certificates must be filed with the **Sponsor**. The **School** must keep all permits, inspections and/or certifications current and compliant.

5.4 **Closure of School.** If the **School** should close for any reason, the **School Governing Authority**, to the extent that the **School Governing Authority** owns the facility, is solely responsible for the sale, lease or other distribution of the facility.

ARTICLE VI

Educational Program

6.1 **Number of Students.** The **School** will provide learning opportunities to the minimum number of students as required by R.C. 3314.03(A)(11)(a) and as applicable, for a minimum of nine hundred twenty (920) hours per school year or in accordance with any applicable changes of law. The **School** shall serve grades kindergarten through eighth grade

(K-8), and ages five (5) through four-teen (14), year one and will add a grade each year of operation as approved by the Sponsor. The **School** shall provide the education plan template as provided by the **Sponsor** as [Attachment 6.3](#) for all grades listed in this charter. The education plan shall include the characteristics and ages of the students to be served, including grade configuration and enrollment projections for the next five (5) years. If the **School Governing Authority** desires to add additional grades to the School, it shall submit a resolution requesting a charter modification to add grades. The **Sponsor** shall evaluate the request for a modification and respond accordingly. The number of students attending the **School** at any one time shall not exceed the number allowed by the occupancy permit (including staff).

6.1.1 If the **School** does not have at least one-hundred (100) students enrolled thirty (30) days prior to the first day of school, the **Sponsor** shall review the number of students enrolled, the financial and organizational position of the **School** and all other opening assurances requirements as prescribed by the Ohio Department of Education. If the **Sponsor** determines that the number of students enrolled and the financial position of the **School** are not sufficient for the **School** to remain open for the entire school year, the **Sponsor** will require a guarantee of funding from the management company or other sources to keep the **School** in operation for the entire school year. The **School** will provide the guarantee and all necessary financial data relative to the funding sources for approval prior to the due date for opening assurances documents to be submitted to the Ohio Department of Education.

6.2 **Continuing Operation.** The **School** agrees to continue operation by teaching the minimum number of students permitted by law. Time is of the essence in continuing operation. Failure to continue operation without interruption is grounds for termination of this Charter.

6.3 **Curriculum.** For purposes of this Charter, in [Attachment 6.3](#), the vision, mission, philosophy, goals, focus of the curriculum and objectives shall be separated from the methods used to achieve those goals. The **School Governing Authority** shall provide a clear mission statement which shall be incorporated into [Attachment 6.3](#). Any change in vision, mission, philosophy, goals, focus of the curriculum and objectives methods would constitute a material change in the Charter and must be requested through a charter modification process. Any Charter modification must be submitted to the **Sponsor** in writing for approval. Upon approval by the **Sponsor**, if necessary, the **School Governing Authority** shall pass a resolution outlining in detail the changes made. The **School's** curriculum must be aligned to Ohio's Learning Standards including English, Language Arts and Mathematics, Science and Social Studies content standards and any additional content areas for which standards have been established and/or revised per R.C. 3301.079. The **School** must demonstrate at any given time, and to the **Sponsor's** satisfaction, the implementation of the aligned curriculum as stated in this section. [Attachment 6.3](#) encompasses a description of the learning opportunities that will be offered to students including both class-room based and non-classroom-based learning opportunities that is in

compliance with criteria for student participation established by the department under R.C. 3314.08(H)(2). [Attachment 6.3](#) shall also include an explanation of how the educational program will be implemented within the **School's** facility.

6.3.1 The **School Governing Authority** shall provide the **Sponsor** with a school calendar that includes testing/assessment dates [state, diagnostics, nationally normed and local] and professional development days and bell schedule that includes collaborative teacher planning time each year for approval by a date prescribed by the Ohio Department of Education. The **School Governing Authority** may not change the school calendar or bell schedule without prior approval from the **Sponsor** and the Ohio Department of Education and if applicable, after consulting with each local traditional school district that transports students to the **School**, provided the same is required by law or the Ohio Department of Education. Any changes made without this approval may result in a corrective action plan.

6.3.2 The **School** shall develop a prevention/intervention plan not related to the special education non-discriminatory evaluation process for all students not found proficient on the Ohio system of assessments and/or the current tests being required by the Ohio Department of Education. Each year, the **School** shall update the plan and develop additional plans relative to individual student performance.

6.4 **Accountability Standards.** The **School's** academic(s) and non-academic goals shall be reflected in the **School's** School Improvement Plan approved by the **School Governing Authority**. During the first year a **School** enters into sponsorship with St. Aloysius, the **School** shall establish two academic and one non-academic goal that are intended to impact grade card performance and align to grade card components by October 15th. The **School** and **School Governing Authority** are subject to interventions as detailed in the accountability [Attachment 6.4](#).

6.5 **Assessments and Performance Standards.** The performance standards (requirements) and assessments shall include the Ohio system of assessments according to R.C. 3301.0710 and R.C. 3301.0712, college and work ready assessments, ACT/SAT WorkKeys, industry credentialing examinations, OELPA, Kindergarten Readiness Assessment (KRA), nationally normed standardized assessments recognized by the Ohio Department of Education as a student growth measure and any other standards and/or assessments required by law or recommended by the **Sponsor**. All assessments must be timely and properly administered. The nationally normed standardized assessment approved by the Ohio Department of Education as a student growth measure chosen by the **School** must be administered at a minimum of twice annually to all grade levels, excluding Kindergarten, with the vendor generated reports for measures of academic progress and analysis in reading and math being provided to the **Sponsor** upon request and no later than June 30th of each school year. In addition to the required testing, the **School** must assess and keep benchmarks related to interim progress if required by the Ohio Department of Education. The **School** must report the benchmarks required by ODE to the **Sponsor**. All assessments

required by the **Sponsor** are identified in [Attachment 6.5](#). The **School** and **School Governing Authority** shall also comply with all applicable provisions of ESSA.

- 6.6 **High School Diplomas.** If the **School** is a high school awarding a diploma, the **School** shall comply with sections 3313.603, 3313.6013, 3313.61,3313.611, 3313.614, 3313.615, 3313.618, 3301.0710, 3301.0711, and 3301.0712of the Ohio Revised Code as applicable. At least thirty (30) days before any graduation, the **School** shall make available to the **Sponsor** upon request a list of graduates and proof of meeting all Ohio Department of Education graduation requirements and any other **School Governing Authority** requirements. Within ten (10) days of any graduation, the **School** shall provide electronically to the **Sponsor** a list of all graduates and copies of each graduate’s diploma and transcripts

ARTICLE VII

Reporting

- 7.1 **Annual Report.** The **School Governing Authority** shall submit not later than October 31st (or any subsequent statutorily prescribed date) of each year to the **Sponsor** and to the parents of all students enrolled in the **School**, or any other statutorily required parties, its financial status, and the annual report of its activities and progress in meeting the goals and standards of this Charter, local report card rating and value added rating. The Annual Report shall include a statement from the **Sponsor**, its activities and standards.
- 7.2 **Reports to Sponsor.** The **School Governing Authority** shall timely comply with all reasonable requests for information from the **Sponsor**, including the **School** financial reports required in Section 2.5 of this Charter.
- 7.3 **Site Visits.** The **Sponsor** shall be allowed to observe the **School** in operation at site visits at the **Sponsor’s** request and shall be allowed access for such other site visits or other impromptu visits as the **Sponsor** reasonably deems advisable or necessary.

ARTICLE VIII

Employees

- 8.1 **Employment of Teachers.** At least one (1) full-time classroom teacher or two (2) part-time classroom teachers each working more than twelve (12) hours per week must be employed by the **School**. The full-time classroom teachers and part-time classroom teachers teaching more than twelve (12) hours per week shall be certified or licensed in accordance with R.C. 3319.22 to 3319.31, or other applicable sections of the Ohio Revised Code. Upon request, the **School** shall forward teacher qualifications, including but not limited to, the grade level and content area being taught and the teacher’s licensure or

certification granted by the Ohio Department of Education, to the **Sponsor**. The **School** may employ non-licensed persons to teach up to twelve (12) hours per week pursuant to R.C. 3319.301, to the extent permitted by ESSA or any subsequent legislation. There shall be no more than twenty-nine (29) students per classroom. If the **School** uses federal funds for the purpose of class size reduction by using Title I or Title II-A funds, the school wide students to full-time equivalent classroom teacher ratio shall be no more than 25 to 1 based on the State Operating Standard 3301.35.05(A)(3). The **School** may also employ non-teaching employees. Prior to opening day, the **School** will provide the **Sponsor** with proof of Ohio licensure/certification for a sufficient number of teachers to support the stated teacher/student ratio, as well as the credentials and background checks for all staff of the **School**. In addition, persons with only long-term substitute licenses may be employed only if their license is in the grade level and content area they are teaching. The **School Governing Authority** shall provide an organizational chart and a list of roles and responsibilities of all **School** staff as [Attachment 8.1](#).

8.1.1 Each person employed by the **School** as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of in-service training in the prevention of child abuse, violence and substance abuse and the promotion of positive youth development within two (2) years of commencing employment with the **School**, and every five (5) years thereafter. Prior to opening day, the **School** will provide the **Sponsor** with: 1) proof of Ohio licensure/certification in represented field, 2) reasonable number of personnel to support the anticipated enrollment on the first day of school, and 3) credentials and proof of background checks completed for all certified staff including nurse, counselor, school psychologist or administrator.

8.1.2 Each classroom teacher initially hired by the **School** on or after July 1, 2013 and employed to provide instruction in physical education will hold a valid license issued pursuant to R.C. 3319.22 for teaching physical education.

8.1.3 Per R.C. 3319.58(C), beginning with the 2015-2016 school year, if the **School** is ranked in the lowest ten percent of all public school buildings according to performance index score, the **School Governing Authority** shall require each classroom teacher currently teaching in a core subject area in the building to demonstrate expertise by examination.

8.2 **Staff Evaluation.** Each **School** must use the OTES or OPES process, or similar valid model, for evaluating teachers and principals/superintendents that includes goal setting based on the Ohio Standards for the Teacher Profession or the Ohio Principal Standards or the Ohio Superintendent Standards, student performance measures (as defined by Ohio Department of Education), and an annual review that includes not less than two (2) formal observations and written evaluation reports. Any person conducting reviews must be credentialed by the Ohio Department of Education, hold a current credential at the time of the evaluations, and follow rubrics aligned to the OTES and OPES models. A **School Governing Authority** member or designee and/or regional manager of the management

company shall undergo appropriate training/credentialing by the Ohio Department of Education and be responsible for evaluating the principal/superintendent.

- 8.3 **Dismissal of Employees.** Subject to 11.2 below, the **School Governing Authority** may employ administrators, teachers and non-teaching employees necessary to carry out its mission and fulfill this Charter, so long as no contract of employment extends beyond the term of this Charter. The dismissal procedures for staff and the plan for disposition of employees of the **School** in the event this Charter is terminated or not renewed under R.C. 3314.07 are set out in [Attachment 8.3](#).
- 8.4 **Employee Benefits.** The **School** will provide to all full-time employees health and other benefits as set out in [Attachment 8.4](#). In the event certain employees have bargained collectively pursuant to Chapter 4117 of the Ohio Revised Code, the collective bargaining agreement supersedes [Attachment 8.4](#) to the extent that the collective bargaining agreement provides for health and other benefits. The collective bargaining agreement shall not, under any circumstances, be a part of this Charter. The **School** or its designee shall establish and/or update an employee handbook prior to the first day of school each year.
- 8.5 **Criminal Background Check.** The **School Governing Authority** must request that the superintendent of the Bureau of Criminal Identification & Investigation conduct a criminal background records check for any applicant who has applied to the **School** for employment, in any position as may be required by R.C. 3319.39. The **School Governing Authority** hereby appoints the **Sponsor** as a representative pursuant to R.C. 3319.39(D) for purposes of receiving and reviewing the results of the criminal records checks performed under R.C. 3319.39(A)(1) for employees working at the **School** and authorizes its agent(s) (including educational management organizations) to communicate this information directly to the **Sponsor**. The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of the results of criminal records checks. An applicant may be employed conditionally for up to sixty (60) days until the criminal records check is completed and the results of the criminal records check are received. If the results of the criminal records check indicate that the applicant does not qualify for employment the applicant shall be released from employment.

All vendors and contractors of any kind shall show proof, which may be provided through their employer, that they have been the subject of a criminal records check in accordance with R.C. 3319.392(D) and 3314.41.

All employees, staff, volunteers, vendors or contractors undergoing a criminal background check must sign consent to release the results to the **Sponsor**.

The **School** must comply with the teacher misconduct reporting laws and updated background check requirements found in R.C. 3319.31, 3319.313, 3319.314, and OAC 3301-20.

ARTICLE IX

Finance

- 9.1 **Financial Records.** The **School's** financial records will be maintained in the same manner as are financial records of school districts, pursuant to rules of the Auditor of the State, R.C. 3314.042 and R.C. 3301.07, and audits shall be conducted in accordance with section 117.10 of the Ohio Revised Code. The **Sponsor** shall receive a copy of the draft audit and shall be notified, by the Auditor of State, any independent contracted auditor or the **School Governing Authority**, of all post audit conferences in order to review the school's annual audit prior to the document being finalized and released.
- 9.2 **Fiscal Officer.** The **School Governing Authority** shall maintain a designated fiscal officer. Unless an appropriate and timely resolution has been passed by the **School Governing Authority** under R.C. 3314.011(D)(1), the fiscal officer shall be employed or engaged under a contract directly with the **School Governing Authority**. This resolution must be passed by the **School Governing Authority** each and every year. The **School Governing Authority** must submit the resolution to the **Sponsor** for approval within seven (7) business days after approval. Under 3314.011, prior to assuming the duties of fiscal officer, agent and/or fiscal servicer of the **School**, the fiscal officer, agent or service provider shall be licensed as provided for in Ohio Revised Code 3301.074.
- 9.2.1 R.C. 9.24 prohibits any state agency or political subdivision from awarding a contract for goods, services, or construction to any person against whom a finding for recovery has been issued by the Auditor of State, if that finding is unresolved. Before entering into a public contract described above, the **School Governing Authority** is required to verify that the person does not appear in this database.
- 9.2.2 By the end of the first year of the Charter, the **School Governing Authority** must maintain funds equal to three (3) months of treasurer fees in the event the **School** closes.
- 9.3 **Fiscal Bond.** Fiscal agent, officer and/or service provider shall execute a bond in an amount and with surety to be approved by the **School Governing Authority**, payable to the State of Ohio, conditioned on the faithful performance of all of the official duties required of the **School** fiscal agent, officer or service provider. The bond shall be in an amount of not less than twenty-five thousand dollars (\$25,000). The bond shall be deposited with the **School Governing Authority**, and a copy thereof, certified by the **School Governing Authority**, shall be filed with the county auditor and the **Sponsor**.
- 9.4 **Budget.** A financial plan detailing an estimated school budget for the first year of the period of this Charter and specifying the total estimated per pupil expenditure amount for each such year and at least five (5) fiscal years thereafter is attached as [Attachment 9.4](#). Each year, the **School Governing Authority**, with the assistance of the **School's** designated fiscal officer, shall adopt an annual budget by the thirty-first day of October using the format and following the guidelines prescribed by the Ohio Department of

Education. The **Sponsor** shall assess the yearly budget to ensure the **School Governing Authority** maintains financial viability. Should the **Sponsor** request further breakdown of revenue or expenses, or line items for expenses or revenue not projected, the **School** agrees to comply with such requests. Should the **School** be managed by a third party operator, the **School Governing Authority** must procure from such operator, sufficient data, at the **Sponsor's** discretion, to allow the **Sponsor** to review revenue and expenses as required and/or permitted by law.

- 9.5 **Borrowing Money.** The **School Governing Authority** may borrow money to pay necessary and actual expenses of the **School** in anticipation of receipt of any portion of the payments to be received by the **School**. The **School Governing Authority** may issue notes to evidence such a borrowing. A copy of all notes must be provided to the **Sponsor** within seven (7) business days of signing. The proceeds from the notes shall be used only for the purpose for which the anticipated receipts may be lawfully expended by the **School**. The **School** may borrow money for a term not to exceed fifteen (15) years for the purpose of acquiring facilities.
- 9.6 **Payment to Sponsor for Oversight.** For and in consideration of Three percent (3%) of all funds received by the **School** from the State of Ohio, the **Sponsor** shall provide the monitoring, oversight and technical assistance as required by law. Prior to billing for sponsorship services each month, the **Sponsor** shall review the Community School Settlement Report and make adjustments to its billing as necessary to prevent any overpayment of sponsorship fees. Payments to the **Sponsor** may be made by monthly automatic transfer to the general fund of the **Sponsor**, and the **School Governing Authority** agrees to sign documentation necessary to accomplish the same. Payments may also be made as a monthly automatic transfer from the state support payment as allowable. Failure to pay the required payment to the **Sponsor** for oversight by the later of the 30th of every month or within ten (10) business days of the **School Governing Authority** receiving funds from the State of Ohio, may result in the **Sponsor** placing the **School** on probation, suspension or termination as prescribed in sections 11.9 thru 11.11 of this Charter. If the **School Governing Authority** is required to repay funds received by the **School** from the State of Ohio due to an FTE adjustment or other obligation, then the **Sponsor** shall repay the **School Governing Authority** the three percent (3%) fee it received with respect to such funds upon mutual agreement of the parties within an agreed upon timeframe or such time as may be required by the Ohio Department of Education or the Auditor of State.
- 9.7 **Fiscal Year.** The fiscal year for the **School** shall be July 1 to June 30.

ARTICLE X

Insurance/Indemnification

- 10.1 **Liability Insurance.** Commercial general liability insurance at all times will be maintained by the **School Governing Authority** in amounts not less than one million

dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in the aggregate, plus an excess or umbrella policy extending coverage as broad as primary commercial general liability coverage in an amount no less than five million dollars (\$5,000,000). The insurance coverage shall be not only for the **School** and the **School Governing Authority**, its Directors, officers and its employees but also provide additional insured status for the **Sponsor, its Board, Executive Director, employees, and Charter School Specialists as additional insureds, not just certificate holders.** The **School Governing Authority** shall also maintain directors and officers liability (D&O) and errors and omissions insurance (E&O) coverage in the amount of one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) aggregate. The **School Governing Authority** must obtain policies that notify the **Sponsor** in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage. All insurers shall be licensed by the State of Ohio and have an AM Best rating of A or better.

- 10.2 **Indemnification.** The **School Governing Authority** and **School** shall defend, indemnify, save and hold harmless the **Sponsor** and its Board, Superintendent, officers, employees and agents, including Charter School Specialists from any and all claims, debts, actions, causes of actions, proceedings, judgments, mitigation costs, fees, liabilities, obligations, damages, losses, costs or expenses (including, without limitation, attorneys', expert, accounting, auditors or other professionals' fees and court costs) of whatever kind or nature in law, equity or otherwise (collectively "Liabilities") arising from any of the following:
- (a) A failure of the **School Governing Authority** and/or **School** or any of its officers, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or this Charter;
 - (b) An action or omission by the **School Governing Authority** and/or **School** or any of its officers, directors, employees or contractors that results in injury, death or loss to person or property, breach of contract or violation of statutory law or common law (state and federal), or Liabilities;
 - (c) Any sum that the **Sponsor** may pay or become obligated to pay on account of: (1) any inaccuracy or breach of any representation under this Charter by the **School Governing Authority**; (2) any breach or any failure of the **School Governing Authority** to duly perform, comply with, or observe any term, provision, covenant, agreement, obligation or condition under this Charter or under the law, and all agreements delivered in any way connected herewith, on the part of the **School Governing Authority**, to be performed, complied with, or observed; or (3) Liabilities to lenders, vendors, the State of Ohio, receivers, parents, students, the **School Governing Authority** or to third parties on account of the **School** and/or **School Governing Authority**; and
 - (d) As to the indemnification and hold harmless, but not the duty to defend, any Liabilities incurred by the **Sponsor** or any of its officers, directors, employees, agents or contractors as a result of an action or legal proceeding at law or equity brought against the **Sponsor** by the **School** or the **School Governing Authority** if

the legal proceeding or action is found to be without merit, or is dismissed, and the right to appeal such judgment or order has been exhausted or has expired.

- 10.3 **Indemnification if Employee Leave of Absence.** If the **Sponsor** provides a leave of absence to a person who is thereafter employed by the **School**, the **School Governing Authority** and the **School** shall indemnify and hold harmless the **Sponsor** and its board members, Superintendent, employees and agents from liability arising out of any action or omission of that person while that person is on such leave and employed by the **School Governing Authority**.

ARTICLE XI

General Provisions

- 11.1 **Charter Authorization.** Before executing this Charter, the **School Governing Authority** shall employ an attorney, who shall be independent from the **Sponsor** or operator, to review and negotiate the agreement per R.C. 3314.036. The **School Governing Authority** must pass a resolution in a properly noticed and held public meeting, authorizing execution of this Charter and authorizing one or more individuals to execute this Charter for and on behalf of the party, with full authority to bind the party. For all new schools, this resolution must be passed by March 15th of the year in which the **School** intends to open. For renewal schools, this resolution must be passed by June 1st of the year in which the charter ends.
- 11.2 **Termination and Cancellation of Contracts.** Except as otherwise permitted by this Charter, or by the **Sponsor**, contracts entered into by the **School Governing Authority** with third parties shall provide for a right to cancel, terminate or non-renew effective each June 30th or upon termination of this Charter.
- 11.3 **Access to Records.** The **School** and **Sponsor** agree and state that pursuant to 20 U.S.C. Section 1232g, the Family Rights and Privacy Act ("FERPA") and 34 *CFR* Part 99 the **Sponsor** is an authorized representative of a state educational authority and that the **School** is permitted to disclose to the **Sponsor** personally identifiable information from an education record of a student without parental consent (or student consent where applicable) and that the **Sponsor** is authorized by Federal, State, and local law to conduct audit, evaluation, compliance, and enforcement activities of Federal and State supported education programs. Accordingly, the **School** agrees to grant to **Sponsor's** employees Full and Complete Access as defined hereinafter to "education records" as defined by FERPA and all documents, records, reports, databases, and other information made available to or maintained by the **School** or its agent(s) (including educational management companies) that is reportable to the Ohio Department of Education or its agencies, or to the Ohio Auditor of State. Such information shall include, but is not limited to, the School Options Enrollment System, and the Education Management Information System. "Full and Complete Access" shall include the ability to inspect and copy paper and electronic documents at the **School** and the **School** or its agent(s) including (education

management companies) shall provide usernames and passwords where applicable to enable the **Sponsor** to have remote self-service access in read-only format.

The **Sponsor** agrees to comply with FERPA and the regulations promulgated thereunder and warrants that it uses reasonable methods to limit Sponsor employee(s) access to only those records in which they have legitimate educational interests and that as required by law the **Sponsor** will destroy the educational records when no longer needed for the purposes outlined in this Contract, or otherwise needed under state or federal law or any applicable Court Order.

The **Sponsor** agrees that it is responsible for any and all reasonable costs or damages that result from the **Sponsor's** failure to comply with FERPA, or the **Sponsor's** failure to comply with other state and federal laws regarding the privacy of education records and the results of criminal records checks. **Sponsor** shall also be responsible for any liability or adverse consequence(s) resulting from an accidental or other deletion, release, or alteration of information or data systems of the **School** or Ohio Department of Education as a result of such access.

11.4 **General Acknowledgements.** The **School Governing Authority** specifically recognizes and acknowledges the following:

- (a) The authority of public health and safety officials to inspect and order **School** facilities closed if not in compliance with health and safety laws and regulations in accordance with R.C. 3314.03(A)(22)(a).
- (b) The authority of the Ohio Department of Education to suspend the operations of the **School** under R.C. 3314.072 due to the circumstances enumerated therein.
- (c) The **Sponsor** is not liable for the acts or omissions, or the debts of the **School** and/or **School Governing Authority** pursuant to R.C. 3314.07(D) and 3314.08(J) (2), and any other applicable law limiting the liability of the **Sponsor**.
- (d) The **Sponsor** may take steps to intervene in, correct, declare probationary status of, suspend, terminate or non-renew the status of the **School** as an Ohio Community School, and correct problems in the **School's** performance.
- (e) The Ohio Department of Education may take over sponsorship of the **School** in accordance with R.C. 3314.015(C).
- (f) The authority of the Auditor of State to cause legal action against or the cessation of payments to the **School** pursuant to Section 269.60.60 of the uncodified law under H.B. 119 of the 127th General Assembly for the period of that law's duration.

- (g) The mandate of permanent closure under R.C. 3314.35 under the circumstances enumerated therein.
- (h) The **Sponsor** or Sponsor’s designee has a legitimate educational interest in the educational records of the **School** and grants to the **Sponsor** and the Sponsor’s designee access to educational records under 20 U.S.C. § 1232g, the Family Rights and Privacy Act (“FERPA”).
- (i) If the **School** closes, the operator or chief administrative officer shall collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the **School** and transmit these records to each student’s district of residence within seven (7) business days of the **School** closing pursuant to R.C. 3314.44 (Collection and transmittal of school records after closing; Compliance; Penalty).

11.5 **Dispute Resolution.** The **Sponsor** and **School Governing Authority** agree to informal mediation of any dispute not otherwise governed by mandatory administrative procedures pursuant to this Charter or the law. Such mediation shall be non-binding and the parties, if failing to agree on one mediator, shall obtain a list of three (3) mediators from the Columbus Bar Association and each eliminate one, using the one (1) mediator left after eliminations. All mediation will take place in Franklin County and all costs of the mediator shall be split equally between the parties.

11.6 **Term.** This Charter shall be for a term of six years commencing on July 1, 2019 and will automatically renew for one (1) year terms through June 30, 2025 due to the status of the sponsorship agreement between the Ohio Department of Education and St. Aloysius. During the 2024-2025 school year, the **School Governing Authority** shall undergo the high stakes review conducted by the **Sponsor**.

11.7 **Contract Performance Measures.** Each **School** will be given an initial term of six (6) years to provide the opportunity for review of a full five (5) years of data. If St. Aloysius is not permitted under its agreement with ODE to grant an initial six (6) year term to any new **School**, this school’s term shall be automatically renewed to fulfill an initial six (6) year term to provide the opportunity for review of a full five (5) years of data. Even though schools may be granted safe harbor from closure under R.C. 3314.35, this does not preclude the **Sponsor** from evaluating and closing the **School** for non-performance under these measures.

(a) Within the term of this charter, the **School** may be permanently closed if the Ohio Department of Education determine that the condition(s) outlined in ORC 3314.35 have been met;

(b) If the **School** receives a grade of C or higher in at least one (1) applicable grade card component for the most recent school year or meets the criteria in (x) listed below, the **School** shall be eligible to be considered for renewal. After

consideration, if the **Sponsor** renews the **School**, the term of the new contract shall not exceed three (3) years;

(c) If the **School** receives a grade of C or higher in multiple LRC graded measures for the most recent school year or meets the criteria in (x) listed below, the **School** shall be eligible to be considered for renewal. After consideration, if the **Sponsor** renews the **School**, the term of the new contract shall not exceed five (5) years.

Once a **School** is eligible for renewal based on the measures listed above, the **Sponsor** shall consider the following metrics in determining whether or not to renew the **School** and the number of years of the new charter agreement.

(a) The **School's** academic performance as measured by:

- i) The school report card Performance Index (PI) score and the Indicators Met; and
- ii) The school report card Progress Measure and value added data collected from standardized assessments selected by the school; and
- iii) The school report card Gap Closing score; and
- iv) The school report card K-3 Literacy score (if applicable); and
- v) The school report card Prepared for Success indicators (if applicable); and
- vi) The school report card Graduation rates (if applicable); and
- vii) Student attendance; and
- viii) Student performance on other valid and reliable assessments; and
- ix) Adherence to accountability standards as detailed in [Attachment 6.4b](#); and
- x) An overall report card grade that is greater than or equal to three (3) of the five (5) comparison group schools, consisting of traditional public schools and charter schools with similar student demographics within 5-10 miles of the **School**:
 - a. Reynolds Elementary School
 - b. McKinley Elementary School
 - c. Horizon Science Academy
 - d. Pickett Elementary School
 - e. Academy of Educational Excellence; and
- xi) Evidence of the **School's** capacity to improve demonstrated by the following:
 - a. Strong leadership; and
 - b. Research based curriculum and instructional tools and resources; and
 - c. Professional development support for staff including coaching and mentoring; and

- d. Multi-tiered intervention and prevention model to support at-risk learners; and
 - e. Evidence of a school improvement plan and process that includes the 5-step OIP model
- (b) The **School's** financial viability; and
 - (c) The **School's** operational performance.

11.8 **Non-renewal of this Charter.**

- (a) After the high stakes review, the **Sponsor** may choose not to renew this Charter at its Expiration Date for any of the following reasons:
 - (i) Failure to meet student performance requirements stated in this Charter;
 - (ii) Failure to meet generally accepted standards fiscal management;
 - (iii) Violation of any provision of this Charter or applicable state or federal law;
 - (iv) Other good cause.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the non-renewal, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to not renew this Charter.

- (b) If the **School Governing Authority** does not intend to renew this Charter with the **Sponsor**, the **School Governing Authority** shall notify the **Sponsor** in writing of that fact at least one hundred eighty (180) days prior to the expiration of this Charter. In such a case, the **School Governing Authority** may enter into a Charter with a new **Sponsor** in accordance with R.C. 3314.03, upon the expiration of this Charter or at the sole discretion of the **Sponsor**, by an assignment of this Charter before its expiration date.

11.9 **Probation.** The **Sponsor** may, in lieu of suspension or termination, declare in writing that the **School Governing Authority** is in a probationary status, after consulting with the **School Governing Authority** or authorized parties thereof, and specifying the conditions that warrant probation and after receiving the **School Governing Authority's** written assurances (satisfactory to Sponsor) of the actions and time frames necessary to remedy those conditions. Such probationary status shall not extend beyond the then current school year. The **Sponsor** may proceed to suspension, termination or take-over of operations if the **Sponsor** finds at any time, that the **School Governing Authority** is no longer able or willing to remedy the conditions to the satisfaction of **Sponsor**. For purposes of this Charter, the **Sponsor** agrees to attempt to declare probationary status with the **School Governing Authority**, before proceeding to suspension, except in extraordinary circumstances such as those involving the health and safety of students, or waste or illegal use of state or federal funds.

11.10 **Intent to Suspend/Suspension.** The **Sponsor** may suspend operations of the **School** for (1) failure to meet student performance requirements stated in this Charter, or (2) failure to meet generally accepted standards of fiscal management, or (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause or if funding to the **School Governing Authority** should cease under R.C. 263.420, if the **Sponsor** sends a written notice of intent to suspend explaining the reasons and provides the **School Governing Authority** with seven (7) business days to submit a remedy, and promptly reviews and disapproves the proposed remedy, or if the **School Governing Authority** fails to submit a remedy or fails to implement the remedy.

Once the **School Governing Authority** is suspended it must cease operations on the next business day, immediately send notice to all **School** employees and parents stating that the **School** is suspended and the reasons therefore, and the **School** again has an opportunity to submit a proposed remedy within seven (7) business days. At all times during suspension, the **School Governing Authority** remains subject to non-renewal or termination proceedings in accordance with the law.

Under R.C. 3314.072(E)(1), if the **School Governing Authority** fails to provide a proposal to remedy the conditions cited by the **Sponsor** as reasons for the suspension by the thirtieth (30th) day of September of the school year immediately following the school year in which the operation of the **School** was suspended, this Charter shall become void.

11.11 **Termination of the Charter.** The **Sponsor** may choose to terminate this Charter for any of the following reasons: (1) failure to meet student performance requirements stated in this Charter, (2) failure to meet generally accepted standards fiscal management, (3) violation of any provision of this Charter or applicable state or federal law, or (4) other good cause.

Additionally, if the **Sponsor** has suspended the operation of this Charter under R.C. 3314.072, the **Sponsor** may choose to terminate this Charter prior to its expiration.

By January 15th of the termination year of this Charter, the **Sponsor** shall notify the **School Governing Authority** of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the termination, and a statement that the **School Governing Authority** may, within fourteen (14) days of receiving the notice, request, in writing, an informal hearing before the **Sponsor**. The informal hearing shall be held within fourteen (14) days of the receipt of a request for the hearing. Within fourteen (14) days following the informal hearing, the **Sponsor** shall issue a written decision either affirming or rescinding the decision to terminate this Charter.

The termination of this Charter shall be effective upon the occurrence of the later of the following events:

- (a) ninety (90) days following the date the **Sponsor** notifies the **School Governing Authority** of its decision to terminate this Charter as provided for above; or
- (b) if an informal hearing is requested and as a result of that hearing the **Sponsor** affirms its decision to terminate this Charter, the effective date of the termination specified in the notice.

If this Charter is terminated for failure to meet student performance requirements stated in the contract or for failure to meet generally accepted standards of fiscal management, then the **School Governing Authority** shall not enter into a charter with any other **Sponsor**.

- 11.12 **Compliance with Requests of Sponsor.** The **School Governing Authority** and the **School** shall timely comply with all reasonable requests of the **Sponsor**, and allow the **Sponsor** to monitor the **School** operations. Failure to do so is grounds for suspension and termination or non-renewal of this Charter, provided Notice is completed in accordance with Section 11.15. Timeliness is defined as an answer in writing within seven (7) business days (unless another time is otherwise required pursuant to this Charter) and adequate assurances of cure or actual cure within a period of time acceptable to the **Sponsor**.
- 11.13 **Headings.** Headings are for the convenience of the parties only. Headings have no substantive meaning.
- 11.14 **Assignments.** This Charter and its terms shall not be assigned or delegated without the express written approval of the other party.
- 11.15 **Notice.** Any notice to one party by the other shall be in writing and effective upon receipt and may be satisfied by personal delivery or by any other means by which receipt can be documented, to; in the case of the **Sponsor** or **Sponsor's Designee**, the President; or, in the case of the **School Governing Authority**, the President, and to the attorney for the **School Governing Authority**, at the last known business address of the **Sponsor**, and the last known business or home address of the **School Governing Authority** President and the attorney for the **School Governing Authority**. If such notice is provided by fax or email, and is received after 5 p.m. local time, it shall be considered to have been received

the next business day. Notice shall not be provided by any electronic means other than by fax or by email to a recipient's valid business (not personal) email address; written notice shall not be made using other electronic means such as text message or social media.

Should the **School** be abandoned by or not have in place, an administrator or an authorized Director of the Board, the **Sponsor** may give notice to the Ohio Department of Education.

The **Sponsor** agrees that to the extent that the **School** or **School Governing Authority** is required to provide notice regarding or copies of updated policies or attachments not otherwise requiring a charter modification and the same is disseminated and approved at an open meeting of the **School Governing Authority** at which a **Sponsor** representative is present, **Sponsor** will consider any notice required to be provided to it by the **School** or **School Governing Authority** to have been satisfactorily provided by the **School** or **School Governing Authority**.

- 11.16 **Severability**. Should any term, clause or provision of this charter be deemed invalid or unenforceable by a court of competent jurisdiction, all remaining terms, clauses or provisions shall remain valid and enforceable and in full force and effect, and the invalid or unenforceable provision shall be stricken or replaced with a provision as near as possible to the original intent.
- 11.17 **Changes or Modifications**. This Charter constitutes the entire agreement among the parties and any changes or modifications of this Charter shall be made and agreed to in writing, authorized and executed by both parties. Mutually agreed-to changes that are not mid-contract term changes shall be based on a goal to improve the academic, financial and operational performance of the School in a commitment to mutual growth and progress. The School Governing Authority acknowledges that the Sponsor is expected to update this Contract mid-term annually to account for changes in law or duly adopted rule, or changes in the Ohio Accountability System. Therefore, the School agrees that a mid-contract term modification may be necessary annually. Notifications required by this Charter shall not be considered changes or modifications of this Charter.
- 11.18 **Changes in Rule or Law**. The **School, Sponsor** and **School Governing Authority** shall not carry out any act or perform any function that is not in compliance with current Ohio Community School Law located in Ohio Revised Code Chapter 3314 or other applicable laws in the Ohio Revised Code, the United States Constitution, the Ohio Constitution, or Federal law (including but not limited to ESSA or successor legislation and IDEA), and that they are each individually subject to all applicable changes in rule and/or law regardless of whether or not this Charter is modified to specifically reflect those changes
- 11.19 **Attachments**. All **Attachments (1.3-9.4)** to this Charter are attached hereto and incorporated by reference into the Charter.


11.20 **Sponsor Authority.** **Sponsor** warrants and represents that it is an authorized **Sponsor** as defined in Chapter 3314 of the R.C. and that it is in good standing with the Ohio Department of Education (ODE). **Sponsor** agrees to provide the **School** with a copy of any formal actions issued by the State Board of Education that adversely affect the ability of the **Sponsor** to sponsor community schools.

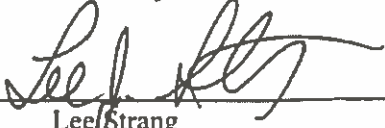
[Signatures on Following Page]

Executed this 14 day of May, 2019 in Lucas, ^{County}, Ohio.

St. Aloysius

School Governing Authority of Northwest Ohio
Classical Academy

By: 
(Name)

By: 
Lee Strang

Its: Executive Director
(Title)

Its: President of Board of Trustees

with full authority to execute this
Charter for and on behalf of the
Sponsor and with full authority to
bind the Sponsor.

with full authority to execute this Charter
for and on behalf of the School Governing
Authority and with full authority to bind
the School Governing Authority.



DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
03/01/2016	201606001766	DOMESTIC NONPROFIT CORP - ARTICLES (ARN)	99.00	0.00	0.00	0.00	0.00

Receipt

This is not a bill. Please do not remit payment.

DAY KETTERER
PO BOX 167612
OREGON, OH 43616

STATE OF OHIO CERTIFICATE

Ohio Secretary of State, Jon Husted
3871364

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

NORTHWEST OHIO CLASSICAL ACADEMY

and, that said business records show the filing and recording of:

Document(s)

DOMESTIC NONPROFIT CORP - ARTICLES

Effective Date: 02/29/2016

Document No(s):

201606001766



United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the
Secretary of State at Columbus, Ohio this
1st day of March, A.D. 2016.

Jon Husted

Ohio Secretary of State



Form 532B Prescribed by:
JON HUSTED
 Ohio Secretary of State

Date Electronically Filed: 2/29/2016

Central Ohio: (614) 466-3910
 Toll Free: (877) SOS-FILE (767-3453)
www.OhioSecretaryofState.gov
Busserv@OhioSecretaryofState.gov

Initial Articles of Incorporation
(Nonprofit, Domestic Corporation)
Filing Fee: \$99
(114-ARN)

First:	Name of Corporation	Northwest Ohio Classical Academy	
Second:	Location of Principal office in Ohio	BOWLING GREEN	OHIO
		City State	
		WOOD	
		County	
Effective Date (Optional)	2/29/2016	(The legal existence of the corporation begins upon the filing of the articles or on a later date specified that is not more than ninety days after filing)	
	mm/dd/yyyy		
Third:	Purpose for which corporation is formed		
See Exhibit A, for Articles Third, Fourth and Fifth.			

****Note for Nonprofit Corporations:** The Secretary of State does not grant tax exempt status. Filing with our office is not sufficient to obtain state or federal tax exemptions. Contact the Ohio Department of Taxation and the Internal Revenue Service to ensure that the nonprofit corporation secures the proper state and federal tax exemptions. These agencies may require that a purpose clause be provided.

****Note:** ORC Chapter 1702 allows for additional provisions to be included in the Articles of Incorporation that are filed with this office. If including any of these additional provisions, please do so by including them in an attachment to this form.

ORIGINAL APPOINTMENT OF STATUTORY AGENT

The undersigned, being at least a majority of the incorporators of

hereby appoint the following to be statutory agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is

Name

Mailing Address

City

State

Zip Code

Must be signed by the
Incorporators or a
majority of the
incorporators

Signature

Signature

Signature

ACCEPTANCE OF APPOINTMENT

The Undersigned, , named herein as the

Statutory Agent Name

Statutory agent for

Corporation Name

hereby acknowledges and accepts the appointment of statutory agent for said corporation.

Statutory Agent Signature

Individual Agent's Signature / Signature on behalf of Business Serving as Agent

By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.

Required

Articles and original appointment of agent must be signed by the incorporator(s).

If the incorporator is an individual, then they must sign in the "signature" box and print his/her name in the "Print Name" box.

If the incorporator is a business entity, not an individual, then please print the entity name in the "signature" box, an authorized representative of the entity must sign in the "By" box and print his/her name and title/authority in the "Print Name" box.

ALBIN BAUER, II

Signature

By

Print Name

Signature

By

Print Name

Signature

By

Print Name

EXHIBIT A

THIRD:

The Corporation is organized exclusively for charitable, scientific and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or any corresponding provisions of an Ohio community school pursuant to Chapter 3314 of the Ohio Revised Code. The Corporation shall be permitted to engaged in any lawful activity that may be conducted by an Ohio nonprofit public benefit corporation that is exempt from federal taxation under 501(c)(3) of the Code or successor provision. The Corporation shall not engage in any activities which are not in furtherance of the charitable and educational purposes set forth in this Article THIRD.

FOURTH:

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private individuals, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes set forth in Article THIRD above.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, lobbying, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Corporation shall not engage in any act of self-dealing as defined in section 4941(d) of the Internal Revenue Code, or corresponding provision of any subsequent Federal tax laws.

Notwithstanding any other provision in these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from federal tax under Code Section 501(c)(3).

FIFTH:

Upon the dissolution of the Corporation, all of its remaining assets, after payment of or provision for the liabilities of the Corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or successor provision, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the

principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

AMENDED & RESTATED CODE OF REGULATIONS
OF
NORTHWEST OHIO CLASSICAL ACADEMY
AN OHIO NONPROFIT CHARITABLE CORPORATION

ARTICLE I

AUTHORITY AND ORGANIZATION

NAME

- 1.1 The name of said corporation is the NORTHWEST OHIO CLASSICAL ACADEMY.

ADDRESS

- 1.2 The corporation's principal office shall be at its principal place of business.

CHARITABLE PURPOSES

- 1.3 The corporation's purpose is to provide classical education to Northwest Ohio. It is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations described in Section 170(b)(1)(A), 170(c), 2055(a), and 2522(a), who qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal tax code.

NO POLITICAL ACTIVITY

- a. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing and distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ANNUAL DISTRIBUTIONS

- b. The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

NO SELF DEALING

- c. The corporation will not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

NO EXCESS BUSINESS HOLDINGS

- d. The corporation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

NO JEOPARDY INVESTMENTS

- e. The corporation will not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

NO TAXABLE EXPENDITURES

- f. The corporation will not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

GENERAL POWERS

- g. The corporation shall have all the powers allowed to a nonprofit corporation under the law of Ohio to the extent such powers are consistent with the purposes of the corporation.

CONFLICT OF INTEREST

- h. The corporation shall adopt and abide by a conflict of interest policy. The policy will comply with Ohio law and the corporation will require its Trustees to complete an annual disclosure statement.

TRUSTEES

- 1.4 The powers of this corporation shall be exercised, its property controlled, and its affairs conducted by a Board of Trustees ("BOARD").

INITIAL TRUSTEES

- a. The names and addresses of the persons who are the initial Trustees of the corporation are as follows:

CHERYL GARLOW
404 FOREST DRIVE
ROSSFORD, OHIO 43460

ANDY LENOARD
4814 LAUREL HILL PLACE
TOLEDO, OHIO 43614

MATT MELCHOR
4824 LAUREL HILL PLACE
TOLEDO, OHIO 43614

ROBERT J. PRUGER
1132 CLARK STREET
BOWLING GREEN, OHIO 43402

JANET RAGAN
2359 DENSMORE DRIVE
TOLEDO, OHIO 43606

KATHLEEN SALLAH
5421 WEST CASTLE DRIVE #4
TOLEDO, OHIO 43615

ANNA WOYCIK
2965 MATTHEW CIRCLE
MONCLOVA, OHIO 43542

TRUSTEES AS MEMBERS

- 1.5 There shall be no members of the Corporation. The Board of Trustees shall, for purposes of any statute or rule of law relating to Ohio non-profit corporations, act as the members of the Corporation, and shall have all the rights and privileges of members as permitted by the Ohio Non-Profit Corporation Code Chapter 1702, as amended; provided, however, that the provisions governing meetings of Trustees set forth herein shall also apply to the meetings of Trustees when acting as members of the Corporation. The Board of Trustees is self-perpetuating.

VOTING

- a. Each Trustee of the corporation shall be entitled to one vote on each matter properly submitted to the BOARD for its vote, consent, waiver, release or other action. Voting at elections and votes on other matters must be in person. No Trustee may vote or act by proxy.

NO BENEFICIAL INTEREST

- b. Trustees of the corporation shall have no right, title, or interest whatsoever in its income, property, or assets, nor shall any portion of such income, property, or assets be distributed to any Trustee on the dissolution or winding up of the corporation.

NO PERSONAL LIABILITY

- c. Trustees of the corporation shall not be personally liable for the debts, liabilities, or obligations of the corporation, and shall not be subject to any assessments.

TAX STATUS

- 1.6 Notwithstanding any other provision of the Articles of Incorporation ("ARTICLES") or the Code of Regulations ("REGULATIONS"), the corporation shall not carry on any other activities not permitted to be carried on:

BY EXEMPT ORGANIZATIONS

- a. by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, or

FOR DEDUCTIBLE CONTRIBUTIONS

- b. by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code.

DUTIES OF TRUSTEES AND OFFICERS

- 1.7 A Trustee or officer shall perform all duties as such in good faith, in a manner reasonably believed to be in or not opposed to the best interests of the corporation, and with the care that an ordinarily prudent person in a like position would use under similar circumstances.

RELIANCE ON INFORMATION

- a. A Trustee or officer may rely on information, opinions, and reports prepared by others reasonably believed to be reliable and competent in the matters prepared or presented.

LIMITATION OF LIABILITY

- b. To the fullest extent permitted by law a Trustee or officer shall not be liable for any judgments, decrees, fines, penalties, amounts paid in settlement, and other liabilities for any act Trustee takes or fails to take as a Trustee or officer of the corporation, unless it is proved, by clear and convincing evidence, in a court with jurisdiction, that the act or omission of the Trustee or officer was one undertaken with a deliberate intent to cause injury to the corporation or was one undertaken with reckless disregard for the best interests of the corporation.

INDEMNIFICATION

- c. To the fullest extent permitted by law, each Trustee and officer of the corporation shall be indemnified and held harmless by the corporation from and against any and all losses, claims, damage, liabilities, expenses (including attorney's fees), judgements, fines, settlements and other amounts reasonably incurred by Trustee arising from any and all claims, demands, actions, suits or proceedings, civil, criminal, administrative or investigative in which Trustee may be involved or threatened to be involved by reason of Trustee's management of the affairs of the corporation or his or her status as an officer or Trustee of the corporation or a similar capacity in another entity at the request of the corporation whether or not he or she is a Trustee or officer of the corporation or continues in a similar capacity in such other entity at the time of incurring such loss, cost and expense.

PAYMENT OF COSTS

- d. To the fullest extent permitted by law, all costs and expense incurred by a Trustee or officer in defending any claim, demand, action, suit or proceeding shall be paid by the corporation as they are incurred prior to the final disposition of the action, suit or proceeding subject to repayment of such amount if it is proved by clear and convincing evidence in a court of competent jurisdiction that Trustee's action or failure to act involved an act or omission undertaken with deliberate intent to cause injury to the corporation or undertaken with reckless disregard for the best interests of the corporation.

OTHER RIGHTS

- e. The corporation shall purchase directors and officers liability insurance sufficient to ensure indemnification and payment of costs.

This indemnification shall not be exclusive of any other rights which any Trustee or officer may be entitled to as a matter of law.

The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or plea of guilty or nolo contendere shall not create a presumption that such person did not meet the standards of conduct set forth in this Article.

The indemnification provided by this Article shall not be deemed exclusive of, or in any way to limit, any other rights to which any person eligible for indemnification may be or may become entitled as a matter of law, or pursuant to the Articles of

Incorporation, the Code of Regulations, agreements, insurance coverage, or otherwise. The indemnification provided by this Article shall continue as to a person who has ceased to be a Trustee or officer and shall inure to the benefit of the heirs, executors, and administrators of such person.

Irrespective of the provisions of this Article, the Board of Trustees at any time or from time to time, may approve the indemnification of Trustees and officers or other persons to the full extent permitted by the provisions of the Ohio General Non-Profit Corporation law at the time in effect, whether on account of past or future transactions.

The extension of rights of indemnification hereunder by liberalization of any existing law of the State of Ohio shall not be construed as limiting any right of indemnification of any Trustee or officer which has accrued under an existing law. It is the intention of this provision that any liberalization of the law of the State of Ohio shall inure to the benefit of Trustees and officers entitled to indemnification. No change in the law of Ohio decreasing the rights of indemnification shall be deemed to derogate from or decrease any right of indemnification which shall have accrued or vested prior to the change in such law.

If any part of this Article shall be found in any action, suit or proceeding to be invalid or ineffective, the validity and the effect of the remaining provisions of this Article shall not be affected.

DISSOLUTION OF CORPORATION

- 1.8 On the dissolution of the corporation, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its Trustees, officers or other private persons.

ARTICLE II

BOARD OF TRUSTEES

MANAGEMENT

- 2.1 To the fullest extent permitted by law, the ARTICLES and the REGULATIONS, the BOARD shall constitute the governing body of the corporation and except as otherwise required by law, the ARTICLES or the REGULATIONS, all of the authority of the corporation in its affairs shall be managed by the BOARD.

QUALIFICATION

- 2.2 Natural persons and other entities may be approved as trustees by a majority of the BOARD.

NUMBER FIXED BY BOARD

- 2.3 Until changed in accordance with the provisions of the REGULATIONS, the number of Trustees shall not be less than five (5) nor more than eleven (11) with the exact number to be determined from time to time by the BOARD. The Board shall endeavor (but is not required) to have an odd number of Trustees.

ELECTION OF TRUSTEES

- 2.4 Trustees shall be elected at the annual meeting of BOARD, and when the annual meeting is not held or Trustees are not elected thereat, they may be elected at a special meeting called and held for that purpose.

TERM OF TRUSTEES

- 2.5 The normal term of a Trustee shall be for three (3) years commencing in June of a given year. In order to provide continuity in the membership of the BOARD, the policy shall be to elect Trustees for staggered terms with initial terms and vacancies to be filled for unexpired terms in order to accomplish this purpose. Trustees whose terms have expired but whose successors have not been elected and qualified shall continue to hold office beyond the expiration date of their term until their successors are elected and qualified. The Board of Trustees shall at its inaugural meeting designate each initial Trustee's term as either one (1), two (2) or three (3) years so that there is an approximately equal number of Trustees whose term expires in each year. Subsequent to the initial election all Trustee terms shall be for three (3) years.

VACANCIES

- 2.6 In the event of the death, removal, or resignation of a Trustee, the remaining Trustees by the vote of a majority of their number may fill the vacancy created in the BOARD for the unexpired term. In the event the BOARD increases the number of Trustees but fails at the meeting at which such increase is authorized or at an adjournment thereof to elect the additional Trustees provided for, or in the event the Trustees fail at any time to elect the whole authorized number of Trustees a vacancy shall exist until the BOARD fills the vacancy. A Trustee may be removed by a two-thirds majority of all remaining attending Trustees, at which a quorum is present, when in the BOARD'S judgement such removal is in the best interest of the corporation.

BY-LAWS

- 2.7 For the governance of its action, the BOARD may amend or adopt amended By-laws consistent with the ARTICLES and REGULATIONS.

APPOINTMENT OF OFFICERS

- 2.8 Without limitation upon the generality of the powers conferred on the BOARD, the BOARD shall have the power to fix, define, and limit the powers and duties of all officers of the corporation, to appoint and at their discretion with or without cause to remove or suspend such officers, and to fix and determine all salaries or compensation of all officers.

COMMITTEES

- 2.9 The BOARD may provide for such standing or special committees as they deem desirable and may discontinue any of them at their pleasure. At the BOARD'S discretion, any standing or select committee may include individuals who are not Trustees. Each such committee shall have such powers and perform such duties, not inconsistent with law, the ARTICLES or the REGULATIONS, as may be delegated to it by the BOARD. Vacancies in such committees shall be filled by the BOARD or as the BOARD may otherwise provide.

ARTICLE III

MEETINGS OF THE TRUSTEES

ANNUAL MEETING

- 3.1 The annual meeting of the BOARD of this corporation shall be held as provided by resolution of the BOARD. Until changed such meeting shall be held on a date fixed by the BOARD. The purpose of the annual meeting shall be (among other things) to elect Trustee(s) or re-elect current Trustee(s) whose term expired or is expiring in the current calendar year.

SPECIAL AND REGULAR MEETINGS

- 3.2 Special meetings of the Trustees may be called at any time by the President of the BOARD, or in his absence a Vice-President, the Trustees by action at a meeting, or a majority of all Trustees acting without a meeting. The corporation shall endeavor to hold ten (10) regular meetings a year (including its annual meeting). Either at the discretion of the President or by majority resolution of the BOARD, the corporation may hold less than ten (10) meetings per year. All meetings shall comply with applicable notice requirements of this CODE OF REGULATIONS and Ohio's Open Meetings Law, Ohio Rev. Code 121.22. Notwithstanding anything to the contrary in this CODE OF REGULATIONS, no group of Trustees which consist of a majority of the BOARD, including committees, shall meet in a prearranged manner to discuss public school business, without proper notice to the public of a regular or special meeting.

The rules contained in the current edition of Robert's Rules of Order Newly Revised, shall govern the applicable procedure at meetings, as long as such rules are not inconsistent with this CODE OF REGULATIONS, Ohio law, or any special rules the BOARD may adopt.

AGENDA FOR MEETINGS

- 3.3 The policy shall be to furnish an agenda for all meetings, in advance, whenever possible but failure to state the purpose of the meeting shall not invalidate the notice.

LOCATION OF MEETINGS

- 3.4 Meetings of the BOARD shall be held at the principal office of the corporation or at such other place within or without the State of Ohio as the BOARD may determine from time to time and as shall be designated in the notice of the meeting. While Board Members must be physically present to vote, communication equipment may be used at the meeting to constitute participation in the meeting if all persons participating can communicate with each other.

NOTICE OF MEETING(S)

- 3.5 Unless waived, a written notice or electronic notice of any regular meeting, stating the day, hour and place, and the purpose or purposes thereof, shall be served, mailed or emailed to each Trustee of record entitled to vote or entitled to notice, not more than sixty (60) days nor less than five (5) days before the date of the meeting. Notice of any Special Meeting may be made other than by written notice when circumstances dictate and must be given at least twenty-four (24) hours in advance stating the purpose. If notice is mailed or emailed, it shall be directed to a Trustee at his/her address or email address as the same appears on the records of the corporation, respectively. Notice of meetings shall be posted and provided to the public as required by Ohio law.

RECORD DATE FOR NOTICE

- 3.6 The record date for determining who are entitled to receive notice of a meeting shall be the date next preceding the day on which notice is given unless the BOARD fixes some other record date but shall not be a date earlier than the date on which the BOARD fixes such record date and shall not be more than 60 days preceding the date of the meeting.

WAIVER OF NOTICE

- 3.7 Any Trustee, either before or after any meeting, may waive any notice required to be given by law, the ARTICLES, or REGULATIONS. Attendance by any Trustee whether in person or telephonically and consents to hold a meeting shall be valid for all purposes without call or notice, and at such meeting any action may be taken permitted by law, the ARTICLES or the REGULATIONS.

QUORUM

- 3.8 Any number greater than half (1/2) of all Trustees of record (either in person or telephonically) attending any meeting called for any purpose, shall constitute a quorum. At any meeting at which a quorum is present, all questions and business which shall come before the meeting shall be determined by the vote of a majority of those attending.

MAJORITY VOTE

- 3.9 A majority of the Trustees present at a meeting at which a quorum is present is the act of the BOARD unless the act of a greater number is required by the ARTICLES or REGULATIONS provided however, a majority of the BOARD shall be required to fill a vacancy for an unexpired term in the BOARD.

ADJOURNED MEETINGS

- 3.10 At any meeting, a majority of the Trustees present in person or telephonically may adjourn, from time to time, and from place to place, without notice other than by announcement at the meeting. At any such adjourned meeting, any business may be transacted which might be transacted at the meeting as originally notified or held.

RECORD DATE FOR VOTING

- 3.11 The record date for determining the Trustees who are entitled to vote at a meeting shall be five days prior to the date on which the meeting is fixed to be held unless the BOARD fixes some other record date which shall not be a date earlier than the date on which the BOARD fixes such record date and shall not be more than 60 days prior to the date fixed for the meeting.

ACTION WITHOUT MEETING

- 3.12 Unless otherwise prohibited by law, any action which may be taken at any meeting of Trustees may be authorized or taken without a meeting with the affirmative vote or approval, in writing, signed by at least a majority of Trustees.

EXPENSE OF MEETINGS

- 3.13 By resolution of the BOARD expense of attendance, if any, may be allowed for attendance at each regular or special meeting of the BOARD.

ARTICLE IV

OFFICERS

- 4.1 Officers shall be elected by a majority vote of the BOARD and are: President, one or more Vice-Presidents, a Secretary, a Treasurer, and such other officers as the BOARD may from time to time select. Other than the President and Vice President, any two (2) or more of such offices may be held by the same person.
- 4.2 Officers of the corporation shall hold office at the pleasure of the BOARD. The BOARD may remove any officer at any time with or without cause with a majority vote of Trustees attending a meeting in which a quorum is present. A vacancy in any office however created shall be filled by the BOARD.
- 4.3 The President shall preside at all meetings of the BOARD and shall perform duties usually attached to that office and those duties assigned to him by the BOARD.
- 4.4 The Vice-President, Secretary, and Treasurer, shall generally perform all the duties usually performed by such officers of like corporations and such further duties as may from time to time be required of them by the BOARD.
- 4.5 Starting in June 2017, all office positions shall be two-year terms.

ARTICLE V

INDEMNIFICATION AND INSURANCE

- 5.1 The corporation may indemnify and hold harmless each employee, volunteer and agent of the corporation, as the BOARD from time to time determines, to the same extent permissible with respect to Trustees and officers by the ARTICLES and REGULATIONS, against all cost and expense reasonably incurred by him, in connection with any action, suit or proceeding, to which he is made a party by reason of his status as such, or having a similar status within the other entity at the request of the corporation, whether or not he is acting in such capacity at the time of incurring such cost and expense.
- 5.2 The corporation may purchase and maintain insurance in such amounts as the BOARD from time to time determine to insure each person acting as Trustee, officer, employee, agent or volunteer, in such capacity against any liability asserted against him, arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under Section 1702.12(E)(1) and (E)(2) of the Revised Code of Ohio.

ARTICLE VI

AMENDMENTS

- 6.1 Neither the ARTICLES, nor the REGULATIONS, shall be amended in such a manner that the corporation will cease to be a charitable corporation.
- 6.2 Amendment of the ARTICLES or REGULATIONS shall require the affirmative vote of two-thirds (2/3) majority of the Trustees present at a meeting at which a quorum is present.

- 6.3 Dissolution of the corporation shall require the affirmative vote of two-thirds majority of the Trustees present at a meeting at which a quorum is present.

Unanimously approved by all initial trustees (see above for definition on 1/9/2016).

Amendment approved by all trustees on 5/4/2019.



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 2.1 - Governing Authority Roster

Lee J. Strang, Board President
5541 Richfield Center Rd.
Berkey, OH 43504
419-829-0951
leestrang2@gmail.com

Janet Ragan, VP
2359 Densmore Dr.
Toledo, OH 43606
419-531-4835
ragan.janet@sbcglobal.net

Matthew A. Dietrich, VP
3900 Sunforest Court, Suite 232
Toledo, OH 43623
419-472-7668
dietrichmatt@yahoo.com

Kathleen Sallah, Treasurer
5421 Westcastle Drive, #4
Toledo, OH 43615
419-304-8447
kathskisew@yahoo.com

Cheryl Garlow, Secretary
404 Forest Dr.
Rossford, OH 43460
garlow911@yahoo.com
419-265-3358

Lawrence J. Fanelly Jr., D.O.
4750 Corey Rd.
Toledo, OH 43623
419-882-5899 (home)
419-696-7216 (work)
larryfanelly@yahoo.com

Anna Woycik
2965 Matthew Circle
Montclova, OH 43542
419-574-2869
annamwoycik@yahoo.com

Robert J. Pruger
1132 Clark Street
Bowling Green, OH 43402
419-352-7317
bpruger@rlcos.com

Accounting Policies and Procedures Manual
Description of Internal Control Procedures

Rev. April 30, 2019

Accounting Policies and Procedures

FISCAL MANAGEMENT OVERVIEW

The Fiscal Officer/Finance Department strives to reflect sound economic and accounting policies in the operation of the Schools. The Schools believe that having established procedures and strong internal controls are integral parts of delivering their educational models and achieving their mission of serving the youth.

The following specifically addresses the policies, procedures, and internal control practices the Schools will follow.

FISCAL MANAGEMENT PROCEDURES

I. Purchasing

The Fiscal Officer is responsible for assuring that all purchases against the assigned budget are appropriate and necessary.

The purchasing process is initiated when a School Administrator presents a proposal to the Board for approval of a purchase. Once approved by the Board, the order is placed by the School Administrator in collaboration with the Fiscal Officer. This collaborative effort ensures that the Board's requirements regarding that purchase are being met.

II. Accounts Payable

All vendor invoices are received and retained by the Finance Department. Once an invoice is received, it is coded within the accounting system, and placed aside to be paid. Once per week, checks are issued for all invoices received that week.

A weekly check run is approved by the School Treasurer via email. The email includes a listing of the bills to be paid. After approval, bills are then paid via Bill.Com.

No manual checks are issued without the authorization of the Fiscal Officer.

All bank accounts are reconciled on a monthly basis by the Fiscal Officer. The Fiscal Officer then reviews, approves, and signs the completed reconciliation. Any necessary adjustments to the general ledger are made at the time of reconciliation.

III. Travel

Employees and Board Members of the School are entitled to reimbursement of business-related expenses associated with their performance of official school business.

Where applicable, all reimbursements are processed in accordance with U.S. GSA (General Services Administration) guidelines with respect to per diem and mileage rates.

Reimbursement requests must be submitted on a standard form (provided by Finance Department) and completed with all required information (dates, places, business purpose, and amount). All requests, with the exception of mileage, shall be accompanied by an original receipt to confirm the occurrence of the expense.

IV. Cash Receipts

All checks received by the School are submitted to the Fiscal Officer (or his designee) at the time of receipt. The checks are then marked “for deposit only” and secured in a locked drawer until the deposit is made.

Checking accounts are reconciled monthly in order to keep an accurate record of bank activity.

All cash collections are deposited into the appropriate bank account on a regular basis. The Fiscal Officer then records all deposits to the general ledger.

The majority of cash collections will be received electronically by the School’s bank via EFT/ACH. Such deposits will be recorded to the general ledger at the time of receipt.

V. Accounts Receivable

To the extent required, the Finance Department will provide general invoices to outside entities/agencies. Such invoices will be generated through the accounting system, reviewed by the Fiscal Officer and sent to the appropriate party for collection.

Upon collection of monies due on a particular invoice, the Finance Department will follow the cash receipt procedures previously described and close the outstanding amount in the accounting system.

VI. Investments

The School will maintain monies and cash balances in an interest-bearing checking account. Interest generated on balances maintained is credited by the financial institution on a monthly basis. The amount of interest earned is receipted and recorded to the general ledger when the credit is received.

Note: Initially, the School will not maintain any investments beyond interest-bearing instruments available through its financial institution. At such a time that the school is able to consider a more diverse investment strategy, a Board-Approved Investment Policy will be put in place to specifically address the types of instruments the School will be invested in as permitted by law.

VII. Fixed Assets

The School will follow a policy of capitalizing individual assets costing greater than \$5,000.

The School, through the direction of the Fiscal Officer, will use a fixed asset database to maintain a record of all assets meeting the criteria for capitalization and owned by the school.

The database shall include the following information:

- Asset tag number
- Description
- Serial number (if available)
- Check number
- Acquisition date
- Location
- Estimated life

All depreciation related to the maintaining of these assets will be calculated by the database.

VIII. Grant Programs

All applications for supplemental grant funding through State and/or Federal sources requires approval of the Board.

At the Board's annual meeting, they will authorize the designated administrator to apply for and manage all federal and state grant awards for the year. New awards throughout the fiscal year require additional Board approval before the applications are submitted. Budgets are presented to the School's governing board and then forwarded to the State Department of Education for approval.

The designated CCIP administrator monitors grant award budgets, acts as a control agent, and is responsible for monitoring any specific compliance issues related to the grant.

IX. Month End Procedures

On a monthly basis, the Fiscal Officer will produce a set of standard financial statements that will consist of no less than the following components:

- Statement of Net Assets (Balance Sheet)
- State of Changes in Net Assets (Income Statement)
- Budget versus Actual Comparison
- Check Register
- Bank Reconciliation

These documents are presented to the Board for approval at the regularly scheduled meetings.

Internal Control Policies and Procedures

The Finance Department has established the following additional procedures to maintain internal control over the following two areas:

I. AUDIT

The School will receive an annual independent financial audit by a qualified auditing firm. The auditor will perform their audit in accordance with Generally Accepted Accounting Principles (GAAP), General Accepted Auditing Standards (GAAS). And Government Auditing Standards to determine whether the financial statements fairly present the financial position of the School, whether internal controls over financial reporting have been properly designed and implemented, and whether the School has complied with all applicable laws and regulations.

II. BUDGET

The School will prepare and adopt an annual budget. The operating budget is prepared under the direction of the Board and the Fiscal Officer. The final decision-making authority with regard to budget issues rests with the Board, with input from the Fiscal Officer.

Increases, decreases and adjustments to the final operating budget throughout the year are presented to the Board for approval. Once approved, the change is recorded in the budget and the financial records of the School by the Fiscal Officer. A revised budget is then issued and becomes the operating budget for the School.

At each regular meeting of the Board and upon close of each fiscal year, the Fiscal Officer determines the actual position as compared to the budget and presents the results to the Board.

III. CREDIT CARD POLICY

The purpose of the NOCA credit card is to facilitate small purchases when other means are not practical or efficient. This policy shall govern the appropriate use of the card and accounting for any card activity.

GENERAL

1. The Treasurer will be responsible for the issuance, account monitoring, and retrieval and generally for overseeing compliance with the credit card policy.
2. The Treasurer or an employee designated by the Treasurer may use the credit card, only for goods or services for the official business of the School. Documentation detailing the goods and services purchased must be submitted through the standard requisition process and approved before payment with the card

can occur. The card may only be used to make purchases over the phone or internet. The card is not authorized for use in person by any individual.

3. The Treasurer is responsible for the protection of the credit card and will immediately notify the financial institution issuing the card if the card is lost or stolen. The actual card itself will be secured in a locked safe at all times. Only an image of the card will be maintained to make necessary purchases.

4. The School will use disciplinary measures consistent with current law for any unauthorized use.

5. Any benefits derived from the use of the credit card will be the property of the School.

6. The balance due on the credit card account will be paid within the balance period indicated on the monthly statement. The School accepts full responsibility for the debt incurred on the credit card.

8. The Treasurer must immediately surrender the credit card upon leaving his/her position with the School or Board.

9. A credit card is not the same as a debit card, which is not allowable for use by the School.

CREDIT CARD GUIDELINES

A credit card will only be issued to the Treasurer by its primary bank. It will be honored for School business by any vendor or merchant who accepts the card. The card has an authorized maximum spending limit of \$2,000.

Purchases made via the credit card must comply with the School's financial policies and purchasing guidelines. This card in no way changes such policies. It simply provides another method for making certain payments.

Violations of this Policy and Guidelines may result in revocation of use privileges and termination of employment. Anyone who has inappropriately used the credit card will be required to reimburse the School for all costs associated with such improper use.

CARD USAGE PROCEDURES

All credit card transactions can be performed over the internet, over the phone, or through the mail. The card is not authorized for use in person by any individual. When the credit card is used, the following guidelines shall be used.

1. Organize and record all planned card expenditures on the Credit Card Authorization Log and submit it to the Treasurer or his/her designee for review and approval.
2. Once approved, proceed with the purchase. Inform the merchant that payment will be made with the School's credit card and that it is a non-taxable purchase. If it is an internet, phone or mail order, give the merchant the card number and expiration date.
3. Retain all receipts and credit card slips.

4. Follow established guidelines for approval and payment of the charges in advance of using the card.

TAX EXEMPTION

Individuals making the purchase must notify the vendor or merchant that the credit card transaction should be tax exempt, as it is for goods or services to be used by the School. If requested, the standard Ohio Sales Tax Exemption Certificate should be presented to the vendor for audit purposes.

Credit Card Policy – Page Three

ALLOWABLE CHARGES

In general, the credit card may be used for the following expenses:

1. Travel expenses
2. Conference registration fees.
3. School Materials
4. Small Equipment purchases (less than \$500)
5. Supplies

The credit card may not be used for personal use, items not covered by the categories listed above, or for non-School use.

CREDIT CARD SECURITY

The credit card must be kept in a secure location at all times. The Treasurer will keep a permanent record of the card, the credit limit established, the date issued and the date returned.

The only person entitled to use the credit card is the Treasurer whose name appears on the face of the card or someone authorized by the Treasurer. If the credit card is lost or stolen, the Treasurer and the issuing bank are both to be immediately notified.

ACCOUNTING and PAYMENT PROCEDURES

Upon receipt of the credit card statement, the Treasurer or designee is responsible for reviewing the statement for accuracy. This will include reconciling original receipts to the statement transactions, as well as, comparing charges to a credit card authorization log.

The Treasurer or designee will then assign an account code to each charge and record all activity in the School's general ledger on at least a monthly basis. Once recorded, the Treasurer will arrange for payment with its State Fiscal Officer.

The Treasurer must retain the approved credit card statements and accompanying receipts on file in accordance with the School's Record Retention Policy.



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 3.2 - Management Contract

N/A

Northwest Ohio Classical Academy is self-managed and has not engaged a management company for full service school management and operational services.

ATTACHMENT 3.4

CLOSING PROCEDURES ASSURANCE DOCUMENT

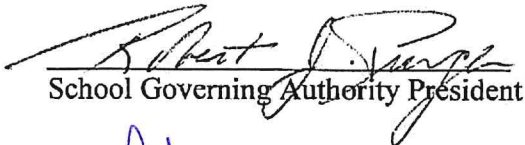
By signing this document, I Robert Pruger, hereby certify that I am the School Governing Authority President and/or authorized representative of Northwest Ohio Classical Academy. If Northwest Ohio Classical Academy should cease to exist for any reason, including but not limited to suspension, closure or termination as outlined in Ohio Revised Code, Chapter 3314, the School Governing Authority agrees to cooperate fully with the Sponsor and comply with all Community School Closing/Suspension Procedures put in place by the Ohio Department of Education or the sponsor at the time of the School's closing.

Furthermore, the School Governing Authority appoints Phil Schwenk, or the then current School leader, as Designee, to coordinate the closure of the School and to ensure all requirements of the Community School Closing/Suspension Procedures as prescribed by the Ohio Department of Education and the sponsor at the time of the School's closing are fully completed.

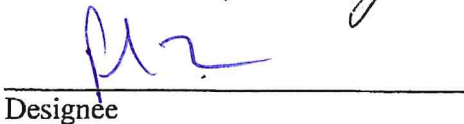
The School Governing Authority President, Treasurer and Designee hereby acknowledge they have reviewed the Ohio Department of Education Community School Closing/Suspension Procedures in effect at the time of executing this document and understand the duties to be undertaken should the School close. Failure to complete these duties as prescribed may result in criminal or civil penalties as permitted by law. Additionally, should Governing Authority, School leader, treasurer or designee fail to ensure that all closing requirements are fulfilled the Sponsor will manage the closure process and may require the Governing Authority to reimburse the Sponsor for the costs associated with closure.

Upon closure or suspension of the school, any property that was acquired by the operator or management company of the school using state funds that were paid to the operator or management company by the School Governing Authority as payment for services rendered shall be distributed in accordance with division (E) of section 3314.015 and section 3314.074 of the Revised Code.

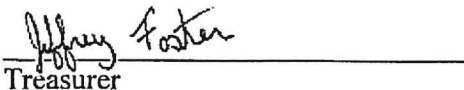
The designated fiscal officer and/or School Governing Authority shall ensure all financial and enrollment records are delivered to the Sponsor in a timely manner as well as to other entities specified in rule or Ohio Revised Code.


School Governing Authority President

3/7/2019
Date


Designee

3-8-19
Date


Treasurer

3/6/19
Date



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 3.7 - Racial and Ethnic Balance Policy

RACIAL AND ETHNIC BALANCE

Plan to Achieve or Continue Racial and Ethnic Balance

The School will attempt to achieve racial and ethnic balance by openly marketing to every subsection of the potential student population.

The School Governing Authority will assess the Racial and Ethnic Balance of the School within the first two months of the calendar year using detailed demographic information obtained from the U.S. Census Bureau and/or local report cards for which the school draws its students to determine racial balance comparative to the population.

Information will be reviewed by the School leader, the management company and the Governing Authority. Marketing plans for the School will be adjusted to ensure racial diversity. Efforts will be made to draw students from a diverse area to reflect the local population's ethnic and racial diversity best.

That being said, the School is a public school and enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 3.9 - Admissions and Enrollment Policy

ENROLLMENT, ADMISSIONS & RESIDENCY POLICY

OPEN ENROLLMENT

The School Governing Authority shall permit the enrollment of students from adjacent or other districts in the State, provided that each enrollment is in accordance with the laws of this State, the provisions of this policy, and the administrative guidelines established to implement this policy.

ADMISSIONS PROCEDURES

Admission to the School is open to any student in grades kindergarten through 8 who reside in any district in the State of Ohio. The School will not charge tuition. The School will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, disability, sex, intellectual or athletic ability, measures of achievement or aptitude, or any other basis. All students of the School must be residents of the State of Ohio. Admission is open to students on a statewide basis. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

The School will admit the number of students that do not exceed the capacity of the School's programs, classes, grade levels or facilities. The School will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Priority for enrollment shall be given to students that reside in the district in which the School is located and returning students. Preference may also be given to siblings of students attending the school the previous year and students who are children of full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school's total enrollment. If on the deadline date for a lottery drawing the number of applicants exceeds the capacity restrictions set for the School's programs, classes, grade levels or facilities, a lottery drawing will be held.

The lottery drawing places children in order for possible enrollment into the school. As the School operates and accepts students year round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery or, if there is no waitlist, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public location. All parents of children selected in the lottery will be notified of the selection by certified mail or by a telephone call. Parents will have up to seven (7) days from receipt of the certified mail to contact the School regarding their decision. If a parent does not respond within seven (7) days of receipt of the certified mail, the school will select another child from the lottery. Notwithstanding the above, in the event the racial composition of the enrollment of the School is violation of a federal desegregation order, the School shall take any and all corrective measures to comply with the desegregation order.



NORTHWEST OHIO CLASSICAL ACADEMY

PROCESS AND CRITERIA

In order for a student to be admitted the following must be completed/submitted: the registration form and such other enrollment materials that the School deems necessary; copies of the child's original birth certificate or such alternative set forth below in the Records Upon Enrollment section of this policy, current immunization record as mandated by law, proof of residence and parent/ guardian ID. In addition, all custody or court orders pertaining to or allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the child shall be provided. Students may also need to complete an academic assessment before being placed in a classroom.

Records Transfer

The School will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in the School. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This notice also serves as notice to the student's district of residence as required by law.

Kindergarten Admission

The School can admit to kindergarten any student, whose fifth birthday falls on or before September 30. The School can also admit to kindergarten any student, whose fifth birthday falls between October 1st and December 31st, provided that said student is determined to be kindergarten ready by the Principal based upon the School's early entrance policies and procedures.

RESIDENCY AND ENROLLMENT REQUIREMENTS

Although the School has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student's school district of residence before they can be enrolled in the School. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during the significant part of each day; a place where the family eats, sleep, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by the totality of the circumstances.

The School Governing Authority or its designee shall review the residency records of students enrolled in the School on a monthly basis. Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school pursuant to Section 3313.64 or 3313.65 of the Revised Code. Parents, guardians, or independent students age 18 and over must promptly notify the School using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.



NORTHWEST OHIO CLASSICAL ACADEMY

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the School and determination of the school district the student is entitled to attend under section 3313.64 and 3313.65. These items must be current, be in the parent's/guardian's name, and include a street address. The School shall require only one form of proof of residency for enrollment. A post office box address cannot be used to validate residency records:

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within ninety (90) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or paystub issued to the parent or student within ninety (90) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If our School and the student's home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, the School is not obligated to ask for additional information based on other public schools' policies.

Moreover, the School will provide that school district with documentation of the student's residency and will make a good faith effort to accurately identify the correct residence of the student.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq.

RECORDS UPON ENROLLMENT

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth



NORTHWEST OHIO CLASSICAL ACADEMY

of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) an attested transcript of a hospital record showing the date and place of birth of the child; or (6) a birth affidavit, the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 3.12 - Student's with Disabilities Policy

STUDENTS WITH DISABILITIES

a.) Policy to Comply with Federal and State Laws Regarding the Education of Handicapped Students.

The School has adopted the Ohio Department of Education's Special Education Model Policies and Procedures governing the education of students with disabilities. The School will adopt revisions to the Model Policies and Procedures as they are developed and will continue to comply with federal and state laws regarding the education of disabled students.

1. It is the intent of the School to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Students may be identified as handicapped under Section 504 even though they are not eligible to receive services under the Individuals with Disabilities Act.

The Intervention Specialist or his/her designee shall be the Section 504 Compliance Officer. A complaint regarding a violation of the law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

2. The school will meet state and federal law mandates for providing education and services for students that qualify for 504, LEP/ELL, and SWD. Students referred will undergo a multi-factored evaluation, attended by the parent, and an administrator or the administrator designee, and a school psychologist. The evaluation will determine whether an IEP, 504, LEP/ELL, or gifted is appropriate or ongoing monitoring. The School shall annually adopt procedures for the Education of Children with Disabilities as approved by the Ohio Department of Education Office of Exceptional Children. *20 USC 1412; 34 CFR 300.220.*
3. IAT- The School will utilize the Intervention Assistance Team model in identifying students. The IAT process is a tiered process beginning with least invasive interventions, transitioning to increased and targeted interventions as needed. If students are not responding to these interventions, students will transition to the highest level of interventions. If the student responds well, the intervention will continue in the areas needed and processing back to the general education classroom. If the student does not respond to the intervention, further evaluation will be completed through the multi-factored evaluation.
4. Intervention Services will include but not limited to small group intervention, one to one intervention, after-school tutoring and summer school tutoring, and modified curriculum with student support. Dedicated daily time will be scheduled to work on any intervention with students.



NORTHWEST OHIO CLASSICAL ACADEMY

5. Discipline- The student code of conduct will be created and approved by the board. The School will implement said policy with all students. For SWD, The School will abide by federal law on how to implement and distribute consequences. All students are expected to follow the Northwest Ohio Classical Academy Code of Conduct. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Dean(s), Principal(s) and/or Head of School or Intervention Specialist.

These policies are not all-inclusive and may be amended at the discretion of the Dean(s), Principal(s) and/or Head of School with acceptance by the Board of Directors. These policies are guidelines for acceptable behavior and for the general safety of the students. These policies are in line with the mission and vision of Northwest Ohio Classical Academy.

6. The School will provide services as prescribed in a student's IEP. Such services will include but not limited to: psychologist, speech-language pathologist, audiologist, physical therapist, occupation therapist, and adaptive physical education. The School may contract those services or may choose to hire a qualified individual.
7. The School will employ and/or outsource HQT teacher(s) and para-professionals with proper credentials to provide services for SWD, ELL or gifted endorsement.

LEASE

By this Lease (the "Lease"), dated as of the _____ day of May 2019, 5025 Glendale Avenue, LLC, an Ohio limited liability company, with its office address of 1440 Arrowhead Drive, Maumee, Ohio 43537 ("Landlord") hereby leases to Northwest Ohio Classical Academy, an Ohio non-profit corporation, with a current office address of 1132 Clark Street, Bowling Green, OH 43402 ("Tenant"), and Tenant hereby leases from Landlord, the spaces comprising approximately 34,625 square feet (a portion of which is shared space), and outlined on the floor plan attached hereto as Exhibit A (the "Premises") in a building at 5025 Glendale Avenue in Toledo, Lucas County, Ohio (the "Building"), which Building is on a parcel legally described on Exhibit B (the "Real Estate"), upon the terms, covenants and conditions set forth in this Lease.

ARTICLE 1 TERM, CONDITION AND INITIAL IMPROVEMENTS

1.1 This Lease shall be for a term of five (5) years commencing on July 1, 2019 (the "Commencement Date"), which period shall constitute the initial term of this lease. Landlord agrees to deliver possession of the Premises to Tenant on the Commencement Date. Tenant's obligation to pay Rent shall commence on the Commencement Date.

1.2 At the end of the initial term and each Renewal Term thereafter, on the condition that Tenant is not in default under this Lease and Tenant's Charter to operate a school is renewed by the State of Ohio, Tenant shall extend the term for the shorter of an additional five year term (each such renewal shall be hereinafter referred to as a "Renewal Term") but such term may not exceed the remaining term of Tenant's Charter with the State of Ohio to operate a school. Each such Renewal Term shall commence on the day after the termination of the then existing Term. Lessee shall be deemed to have exercised the option to renew for each Renewal Term, unless Lessee has notified Landlord to terminate the Lease at least twelve months prior to the termination of the then existing Term.

1.3 Tenant is accepting the Premises in an "as is" condition. Tenant shall be solely responsible for all improvements required for Tenant's, including all environmental and zoning issues that may arise and any Improvements that are required to cause the Premises to be legally suitable for Tenant's use. To the best of Landlord's knowledge Premises does not contain asbestos or lead paint, however Landlord does not warrant, that the Premises does not contain asbestos or lead paint materials. Tenant agrees, at its sole cost and expense, to construct the interior of the Premises in accordance with plans and specifications approved by Landlord, using new or good quality materials and equipment. Plans and specifications for all Improvements, including the type of materials to be used by Tenant in the Premises must be set forth in detail and submitted to Landlord for approval (which shall not be unreasonably withheld). Landlord shall approve or reject the plans and specifications for the Improvements submitted by Tenant within 15 days of the submittal of said plans and specifications to Landlord; if no action is taken by Landlord within said 15 day review period the plans and specifications submitted by Tenant shall be deemed accepted. During the period the Tenant performs its obligations to construct the interior of the Premises and

install its fixtures and other equipment, Tenant will conduct its activities in such a manner so as not to interfere with other tenants of the Building, and Tenant shall, at its own expense, promptly remove from the Premises and from the Building all trash which may accumulate in connection with Tenant's activities. Tenant is not the authorized agent of Landlord for purposes of making or contracting for Improvements to the Premises or for any other purpose whatsoever, notwithstanding any presumptions to the contrary. Tenant is expressly prohibited from entering into any contract in the name of Landlord or any contract which could result in a mechanic's lien against the Premises or the Building. Tenant shall promptly pay all persons furnishing labor or materials with respect to any work performed by Tenant or its contractors on or about the Premises the event any mechanic's or other liens shall at any time be filed against the Premises by reason of work, labor, services or materials performed or furnished or alleged to have been performed or furnished, Tenant or anyone holding the Premises through or under Tenant, Tenant shall forthwith cause the same to be discharged of record or bonded to the reasonable satisfaction of Landlord. If Tenant shall fail to cause such lien forthwith to be so discharged or bonded after being notified of the filing thereof, then, in addition to any other right or remedy of Landlord, Landlord may bond or discharge the same by paying the amount claimed to be due, and the amount so paid by Landlord, including reasonable attorneys' fees incurred by Landlord either defending against such lien or in procuring the discharge of such lien, together with interest thereon at the rate of eight percent (8%) per annum, shall be due and payable by Tenant to Landlord as additional rent. All leasehold improvements (as distinguished from trade fixtures and apparatus) installed in the Premises at any time, whether by or on behalf of Tenant or by or on behalf of Landlord, shall not be removable from the Premises at any time, unless such removal is consented to in advance, in writing, by Landlord; and at the expiration of this Lease (either on the termination date or upon such earlier termination as provided in this Lease), all such leasehold Improvements shall be deemed to be a part of the Premises, and shall not be removed by Tenant when it vacates the Premises, and title thereto shall vest solely in Landlord without payment to Tenant, except as delineated in Section 14.1.

1.4 As used in this Lease, the words "term", "Lease term", "term of this Lease" and language of similar import, shall mean the original Lease term as well as any renewal terms taken by Tenant pursuant to this Article 1, unless by context specifically limited to the initial term or a renewal term.

1.5 Notwithstanding any other provision in this Lease, Tenant shall have the right to terminate this Lease upon providing Landlord at least 180 days' advance written notice in the event the Tenant's community school charter contract is terminated. Furthermore, this Lease shall not become effective if the Tenant makes the determination, on or before July 5, 2019, that it will not operate a school at the Premises for the 2019-2020 school year.

1.6 Access by Tenant Prior to Commencement Date. Provided that Tenant obtains and delivers to Landlord the certificates of policies of Insurance as set forth in Article 6 below, Landlord shall permit Tenant, its employees, agents, representatives, contractors and suppliers to enter the Premises before the Commencement Date, to prepare the Premises for Tenant's occupancy. Tenant and each other person or firm who or which enters the

Premises before the Commencement Date shall conduct itself so as to not interfere with Landlord, other tenants/occupants of the Building or Landlord's agents, representatives, contractors and suppliers at the Premises. Landlord may withdraw any permission granted under this Section upon twenty-four (24) hours' notice to Tenant if Landlord, in its reasonable discretion, determines that any such interference has been or may be caused. Any prior entry shall be under all the terms of this Lease (other than the obligation to pay Rent) and at Tenant's sole risk. Landlord shall not be liable in any way for personal injury, death or property damages (including damage to any personal property which Tenant may bring into or any work which Tenant may perform in the Premises) which may occur in or about the Premises by Tenant or such other person or entity as a result of any prior entry.

ARTICLE 2 RENT AND SECURITY DEPOSIT

2.1 Minimum Rent. Tenant, in consideration of leasing the Premises, covenants to and agrees with Landlord to pay as minimum rent for the Premises, during the term hereof, without any notice, all cost associated with the Premises, the Building and the Real Estate including but not limited to the cost and expenses set forth in the Lease. All costs associated with premises includes but is not limited to all payments paid directly by Tenant as described in Articles 4, 5, 6 or 7 as well as all payments by Tenant to Landlord for costs and expenses as set for the in the Lease, such payments shall constitute Minimum Rent.

Notwithstanding any other provision of this Lease, Tenant shall make Minimum Monthly Rent Payments to Landlord in the amount of \$19,000 per month. The Minimum Monthly Rent Payment is an estimated amount that will allow Landlord to cover the cost associated with the Premises, Building and the Real Estate. Notwithstanding any provision in this Lease, as long as this Minimum Monthly Rent Payment is made Landlord shall pay all invoices required to be paid pursuant to this Paragraph 2.1. No part of the Minimum Monthly Rent Payment will be utilized to pay for cost incurred pursuant to Paragraph 1.3. Within ninety (90) days after the end of each calendar year Landlord shall furnish Tenant a statement with the actual cost for the preceding calendar year. To the extent the aggregate of Tenant's monthly payments during such calendar year are less than the amount which is payable by Tenant for such calendar year, as provided in this Article, the difference shall be paid by the Tenant within twenty (20) days after receipt of the foregoing statement. To the extent such aggregate payments exceed the amount, which is payable by Tenant for such calendar year, the difference shall be credited against the next ensuing Minimum Monthly Rent Payment of Landlord's estimates for the next calendar year (or refunded to Tenant if the Lease is terminating). The books and records showing all costs shall be open to inspection by Tenant, or its designated agents, during normal business hours. Any claim by Tenant for revision of any statement submitted by Landlord hereunder for any calendar year, which claim is not made within sixty (60) days after the end of such calendar year, shall be deemed waived and discharged.

Tenant shall pay the Minimum Monthly Rent Payments for August 15, 2019, through Aug. 31, 2019, (\$9500) and September 1, 2019, through September 30, 2019, (\$19,000) pro rata with the February, March, April, May, and June, 2020, Minimum Monthly Rent Payments. (The February, March, April, May, and June, 2020, Minimum Monthly Rent Payments shall be \$24,700.)

Landlord, with the consultation of Tenant, agrees to make, at its sole cost and expense, improvements to the roof, HVAC, drive way and parking lot that reasonably ensures the roof, HVAC, drive way and parking lot will be useable for the initial term of the Lease. (the "Initial Improvements"), Landlord stipulates the cost of the Initial Improvements shall equal or exceed Two Hundred Thousand and 00/100 Dollars (\$200,000.00) and Landlord shall provide Tenant with a detailed accounting of the Initial Improvements made and the costs incurred therefor. Subject to Landlord's obligation to make the Initial Improvements, the Parties agree that Tenant shall assume all costs and expense associated with the Real Estate, Building and Premises, whatsoever, and the Landlord shall not be responsible for and shall not pay for any additional expenses associated with the Real Estate, Building and Premises.

Rent shall be paid on the first day of each month of the Lease term, in advance. Rent for any period which is less than one month shall be a prorated portion of the monthly installment set forth above based upon a thirty (30) day month and shall be in addition to the amount of fixed minimum rent to be paid herein.

2.2 Percentage Rental. Tenant shall pay Landlord the greater of Minimum Rent or "Percentage Rental". Percentage Rental is a percentage (listed below in 2.2) of the following state funding sources added together: state Basic Education Aid (BEA) revenue, state SPED BEA revenue, K-3 literacy, transitional bi-lingual, speech services, Ohio facilities per pupil, Ohio economically disadvantaged ("Revenue"). Such Revenue shall be multiplied by the percent listed below to compute Percentage Rent for the following years:

<u>Lease Year</u>	<u>% of Revenue</u>
1	00%
2	10%
3	11%
4	12%
5	13%

By way of example and to avoid any confusion if in year 3 Tenant had \$3,000,000 in Revenue and \$232,000 in Minimum Rent, Tenant would owe Landlord additional Rent in the amount of \$98,000.

$$\begin{aligned}
 & \$3,000,000 * 11\% = \$330,000 = \text{Total Rent Owed} \\
 & \text{Year 3 Minimum Rent} = \$232,000 \\
 & \text{Additional Percentage Rent Owed} = \$330,000 - \$232,000 = \$98,000
 \end{aligned}$$

Tenant shall provide Landlord a detail accounting of Revenue for each year within 60 calendar days of the lease year end. Landlord shall provide Tenant a detail calculation of any Additional Percentage Rent owed within 90 calendar days of the lease year end. Tenant shall pay any Additional Percentage Rent within 30 calendar days of Landlord's submittal to Tenant of any Additional Percentage Rent Owed.

2.3 **Rental Adjustment.** Any time after the one year anniversary of the Commencement Date, if Landlord enters into a lease with a new tenant, said lease having a minimum term of one year, to lease a portion of the Building or Real Estate that does not include the Premises and the Landlord is able to allocate the cost related to the Building or Real Estate to the new tenant, Landlord shall adjust the cost charged to Tenant in an amount equal to the amount allocated to the new tenant.

2.4 All rent referenced in this Article 2 (hereinafter "Rent") shall be paid to Landlord at Landlord's office address first set forth above, or at such other address as Landlord may, from time to time, inform Tenant in writing.

2.5 Tenant's failure to pay Rent and other charges when due under this Lease may cause Landlord to incur unanticipated costs. The exact amount of such costs is impractical or extremely difficult to ascertain. Such costs may include, but are not limited to, processing and accounting charges and late charges that may be Imposed on Landlord by any mortgage encumbering the Building. Therefore, if Landlord does not receive the monthly installment of Rent or any other charge owed by Tenant, or it is tendered by Tenant more than five (5) days after written notice of such default is received, Tenant agrees to pay Landlord a late charge, which shall constitute liquidated damages, equal to eight percent (8%) of the amount due ("Late Charge"), together with such Rent or other charges due under this Lease then in arrears. The parties agree that such Late Charge represents a fair and reasonable estimate of the cost Landlord will incur by reason of such late payment. Nothing herein contained shall be construed so as to compel Landlord to accept any payment of Rent or other charges due under this Lease in arrears, or Late Charge, should Landlord elect to apply its rights and remedies available under this Lease or at law or in equity in the event of a default hereunder by Tenant. Landlord's acceptance of Rent or other charges due under this Lease in arrears, or Late Charge, pursuant to this paragraph, shall not constitute a waiver of Landlord's rights and remedies available under this Lease, or at law or in equity.

2.6 Upon execution of this Lease, Tenant shall deliver to Landlord a security deposit Five Thousand dollars (\$5,000.00). The security deposit shall be held by Landlord, without interest, to assure performance by Tenant. Notwithstanding the foregoing; however, upon Tenant's failure to pay Rent or upon any default under this Lease, Landlord shall have the option to apply all or any portion of the security deposit funds toward Tenant's obligations under this Lease and Tenant shall then be responsible for immediately replenishing the security deposit to its initial amount.

**ARTICLE 3
NET LEASE PROVISIONS**

Rent shall be paid to Landlord without notice or demand and without abatement, deduction or set off, except as otherwise expressly provided in this Lease. All taxes, charges, cost and expenses which Tenant assumes or agrees to pay under any provisions of this Lease together with all interest and penalties that may accrue thereon in the event of Tenant's failure to pay same as herein provided, all other charges, reasonable costs and expenses, including without limitation witness fees, attorneys' fees, depositions and other legal and court cost which Landlord may suffer or incur and any and all other sums which may become due, by reason of any default of Tenant shall be deemed to be additional rent and in the event of nonpayment, Landlord shall have all the rights and remedies herein provided in the case of nonpayment of Rent.

**ARTICLE 4
TAXES**

4.1 Without limiting the generality of Article 3, Tenant agrees to pay Taxes. The term "Taxes" shall mean the aggregate of the real estate taxes, assessments and other governmental charges and levies, general and special, ordinary and extraordinary, foreseen and unforeseen, of any kind or nature whatsoever (including, without limitation, storm water utility charges and assessments for public improvements or benefits and interest on unpaid installments thereof) which may be levied, assessed or imposed or become liens upon any part of the Building or the Real Estate or which arise out of the use, occupancy or possession of those portions of the Building and Real Estate used by Tenant (land, buildings, leasehold improvements, betterments and other permanent improvements) from time to time. The term "Taxes" shall not, however, include inheritance, income, estate, succession, transfer, gift, or franchise tax imposed upon Landlord, nor penalties imposed upon Landlord for Landlord's delinquent payment of the Taxes; PROVIDED HOWEVER, that if at any time during the term of this Lease the methods of taxation prevailing at the Commencement Date shall be altered so that in addition to or in lieu of or as a substitute for the whole or any part of the Taxes now levied, assessed or imposed, such as there shall be levied, assessed or imposed (a) a tax on the income or Rents received from the Building, Real Estate or any portion thereof; or (b) a license fee measured by the Rents receivable by Landlord from the Building, Real Estate or any portion thereof; or (c) a tax or license fee imposed upon Landlord which is otherwise measured by or based in whole or in part upon the Building, Real Estate or any portion thereof or its revenues, then such tax or fee shall be included in the computation of Taxes, computed as if the amount of such tax or fee so payable was that part due if the Building and Real Estate was the only property of Landlord subject thereto. The preceding sentence is expressly not intended to obligate Tenant for any income taxes payable by Landlord to the Internal Revenue Service, or to the Ohio Department of Taxation ("ODT"), except to the extent of taxes payable to ODT which involve a new method of taxation related to real estate investment.

Tenant shall pay all Taxes during the term hereof which shall be treated as premise expense for purposes of computing Minimum Rent. When Taxes accrue or a bill for Taxes is received, Landlord shall forward to Tenant a notice of the amount owing. It is anticipated that Taxes will be billed to Tenant twice during each year of this Lease, but Landlord reserves

the right to bill for Taxes on any other basis. Tenant shall pay Landlord, within twenty (20) days of receiving such notice, the full amount set forth in the notice. Upon Tenant's request, Landlord shall provide Tenant with copies of any statement in its possession which confirms the amount set forth in the notice. If Tenant has not timely paid its Taxes as set forth above, Tenant shall be responsible for its share of interest and penalties based upon what would typically be charged by the taxing authority for late payments.

4.2 Unless the Tenant's application for property tax exemption is approved such that there is no liability of Landlord for any Taxes for any portion of the Premises, the Tenant's charge for Taxes shall be one hundred percent (100%) of all Taxes computed on a due and payable date basis based on an agreed upon estimated intensity of usage of the Building and Real Estate.

4.3 If during the term hereof, Landlord or any mortgagee or holder of a deed of trust shall request Tenant to provide an escrow for payment of Taxes, Tenant agrees upon such request to deposit with Landlord or mortgagee designated by Landlord a sum equal to one-twelfth (1/12) of an estimated Tenant's charge for Taxes on the first day of each and every month during the term, so that as each installment of Taxes shall become due and payable to the County Treasurer, Tenant shall have deposited a sum sufficient to pay its annual charge for Taxes. All such deposits shall be received and held in trust, provided, however; that Landlord or its designated mortgagee shall not be required to maintain such tax escrow in a segregated account or invest such funds in interest bearing accounts or securities nor remit to or pay any interest thereon. If Landlord or its mortgagee shall request the establishment of such tax escrow, then as and when the Taxes become due and payable, Landlord or its mortgagee shall promptly pay the same from such account and shall promptly forward to Tenant receipted bills or other satisfactory evidence showing such payment. In the event that the amount of the Taxes assessed or imposed against the Premises has not been fixed at the time when any such monthly deposit is herein required to be made, Tenant shall make such deposit based upon the amount of the Taxes as assessed or imposed against the Premises for the preceding year, subject to adjustment as and when the amount of such Taxes is ascertained. Landlord warrants that all 2018 real estate taxes due or payable in 2019 have been paid before the commencement of this lease. Any 2018 real estate taxes not paid by the commencement of this lease are solely the responsibility of Landlord and do not constitute premise expense nor included in Minimum Rent.

4.4 The Premises, as used wholly or partially for public charter school purposes as a community school, may be exempted from the payment of some or all Taxes as may be assessed or levied pursuant to Ohio law. Landlord shall assist in filing any application with the appropriate governmental authority to obtain such exemption, provided Tenant shall prepare the application. Landlord shall promptly cooperate with Tenant in connection with the application and any hearings or other process seeking such exemption, provided that such cooperation does not involve costs or expenses for Landlord in excess of any attorneys' fees Landlord chooses to incur.

**ARTICLE 5
UTILITIES**

Utilities shall include all charges for and related to gas, electricity, light, heat, power, cable, and telephone supplied upon or in connection with the Premises and all water and sewer service charges and charges related to such service, including tap in fees, water rents, sewer license rent, transit taxes, storm water utility charges and permit fees, which are levied or charged against the Building. To the extent that the Premises are not separately metered or charged therefor, Tenant shall pay one hundred percent (100%) of any such charges based on an agreed upon estimated intensity of usage of the Building within twenty (20) calendar days after receiving statements for such from Landlord or its agent. Further, Tenant agrees that in the event of its vacation of the Premises for any reason whatsoever prior to termination of this Lease, it will at all times maintain that amount of heat necessary to insure against the freezing of water and sprinkler system lines and against damage to any other portion of the Premises which could result from cold temperatures. Tenant shall maintain the sprinkler system and keep it operational at all times. Any and all utilities shall be treated as premise expense for the purpose of computing Minimum Rent.

**ARTICLE 6
INSURANCE**

6.1 Building. Tenant shall, pay Landlord one hundred percent (100%) of Landlord's costs for insurance, based on an agreed upon estimated intensity of usage of the Building and Common Facilities, which shall be treated for purposes of this lease as premise expense and, therefore, included in the calculation of Minimum Rent. Such Insurance may be on all buildings, structures, Improvements and equipment on the Real Estate and on, in or appurtenant to the Building, and of which the Premises are a part, including Common Facilities (as defined below), and liability insurance on said Common Facilities, and provide coverage against loss or damage by fire, lightning, windstorm, explosion and/or all other extended coverage risks ordinarily insured against by standard policies of insurance, including any "all risk" or "risks of physical loss" or insurance industry equivalent policy carried by Landlord. It is anticipated that Tenant will be billed semiannually or quarterly for its proportionate share of said insurance, but Landlord reserves the right to bill for insurance on any other basis, and to bill a prorated amount from the Commencement Date until the next semiannual (or other periodic) statement for insurance. Such insurance may be maintained for the full insurable value thereof, which term "full insurable value" shall mean the actual replacement cost (excluding foundation and excavation costs). In the event of a loss resulting from Tenant's, or any of its employee's or invitee's act or omission, Tenant shall be liable for the deductible amount. Tenant shall pay Landlord for said insurance within twenty (20) days after receipt of statements for insurance from Landlord or its agent. Landlord shall not be responsible for insuring alterations made by Tenant, or any fixtures, furniture, furnishings, equipment or other property of Tenant.

6.2 Liability. Tenant shall obtain, pay for, and maintain, comprehensive general liability insurance coverage from an insurance company authorized to do business in the State of Ohio with a Best Rating of not less than A- insuring against all claims, demands or actions for personal injury or death or damage to property made by or on behalf of any person or entity, while on or about the Premises, or arising from the conduct or operation of the Premises or arising from any acts or omissions of Tenant or any of Tenant's agents, employees or contractors on or about the Premises. The limits carried shall not be less than One Million Dollars (\$1,000,000.00) per occurrence combined single limit for both bodily injury and property damage and Two Million Dollars (\$2,000,000.00) annual aggregate, with added umbrella coverage with limits of at least One Million Dollars (\$1,000,000.00). Comprehensive general liability shall be on an occurrence basis and shall include contractual liability to cover any liabilities assumed under this Lease, and "products and completed operations coverage."

6.3 Other Insurance. Tenant shall obtain and pay for, as additional rent, other types of insurance as well. Tenant, at its own cost and expense, shall provide and keep in force fire and extended coverage on Tenant's fixtures, equipment, furnishings and personal property.

6.4 Policy Requirements. Under all policies of insurance which Tenant is responsible for obtaining, the Tenant shall be the "named insured" and the Landlord and the holder of any mortgage on the Premises shall be named as "additional insureds" or "loss payees" whichever is appropriate. Tenant agrees to cause the insurance companies issuing the aforesaid policies of insurance to forward to Landlord evidence of insurance consistent with the insurance requirements herein. In addition to specific requirements set forth above, all policies shall provide for thirty (30) day notice of cancellation to Landlord and, if requested, to Landlord's lender or mortgagee. Tenant must provide proof of insurance coverage beginning with its first occupancy or possession of the Premises prior to such occupancy or possession. If requested by Landlord, insurance against fire or other casualty shall include the interest of the holder of any mortgage on the fee and shall provide that loss, if any, shall be payable to such holder under a standard mortgage clause. In addition to specific requirements set forth above, all insurance shall be taken in such responsible companies, licensed to do business in the State of Ohio, as Landlord shall approve, and the policies therefor shall be reasonably satisfactory to Landlord in form and substance, and shall at all times be held by Landlord, or, when appropriate, by the holder of any mortgage on the Premises, in which case copies of the policies shall be delivered by Tenant to Landlord. All policies which Tenant obtains shall be nonassessable. Tenant shall procure policies for all such insurance for periods of not less than one year and shall deliver to Landlord such policies evidence with proof of the payment of premiums thereon, and shall procure renewals thereof prior to expiration, and provide to Landlord evidence of those renewals at least twenty (20) days before the expiration of existing policies. If Tenant shall fail to perform any of its obligations under this Paragraph 6.4, then, in addition to any other right or remedy available to Landlord, Landlord may, but shall not be obligated to, perform the same, and the cost thereof to Landlord, together with interest of eight percent (8%), and shall be payable to Landlord upon demand. Landlord may, upon Tenant's failure to provide evidence of insurance as required herein, insure under its own blanket policy, or any other insurance deemed appropriate by Landlord in its sole discretion, without consultation with Tenant. Tenant

shall not violate or permit to be violated any of the conditions or provisions of any insurance policies, and Tenant shall so perform and satisfy the requirements of the companies writing such policies that at all times companies of good standing, satisfactory to Landlord or any mortgagee designated by Landlord, shall be willing to write and/or continue such insurance. Tenant and Landlord shall cooperate in connection with the collection of any insurance monies that may be due in the event of loss, and Tenant shall execute and deliver to Landlord such proofs of loss and other instruments which may be required for the purpose of obtaining the recovery of any insurance monies.

ARTICLE 7 REPAIRS AND MAINTENANCE OF PREMISES

7.1 Tenant accepts the Premises in "as is" condition at the Commencement Date. Except the Initial Improvement as set forth in Section 2.1, the Tenant, during the Lease term, will make, at its own expense, all repairs, replacements, alterations and improvements on the interior of the Premises not only to accommodate its use, but also which may be needed to maintain the same in good condition and repair, excepting reasonable wear and tear, and at its sole expense shall keep and maintain the Premises in a reasonably clean and orderly condition, free of accumulation of dirt and rubbish. Tenant shall be responsible for its own janitorial services within the Premises. Tenant shall keep the Premises free from infestation by insects, cockroaches, rodents or other vermin. Tenant shall be responsible for cleaning the windows of the Premises, and for all sweeping, cleaning, and snow and ice removal on that portion of the sidewalks bordering the Premises, notwithstanding any other provisions herein, or that they are Common Facilities. Tenant shall also be responsible for the repair, replacement and reconstructing the glass windows and exterior doors leading to the Premises, and for the roof if it is damaged by Tenant, its agents, or parties hired by Tenant, including roof damage done while repairing or replacing the heating, ventilating and air conditioning ("HVAC") system. Without limiting the generality of the foregoing and notwithstanding that some mechanical and building services equipment serving the Premises might be on the exterior of the Premises or Building, the Tenant agrees that it will make, at its own expense, all repairs, modifications and replacements which may be needed to maintain mechanical and building services equipment, including but not limited to HVAC, plumbing, sprinkler systems, electrical systems and equipment, and other machinery and equipment, in good condition and repair, excepting reasonable wear and tear, and to cause said items to comply with all laws and regulations, present and future, related thereto. In the event the HVAC system serving any portion of the Premises is replaced (as opposed to repaired, when repair is no longer practical from a reasonable business perspective), in whole or in part, by Tenant during the term of this Lease, Landlord shall reimburse Tenant for the unamortized cost (based upon a ten (10) year depreciation factor) remaining, within forty-five (45) days after the expiration of this Lease, or any extension or holdover hereof. The amortization shall be calculated based upon the nearest calendar month of each lease year. No reimbursement shall be due from Landlord unless Tenant can demonstrate its compliance with the service requirements of Section 7.2 below, and that such service requirements were performed. Given the Landlord's potential responsibility for a portion of the cost of replacement of the HVAC system, Tenant agrees that prior to replacing any portion of the system or entering into a contract to do so, Tenant

shall provide Landlord with written notice of the cost it will expend, and give Landlord the opportunity to arrange for the work and materials at a lower cost to Tenant. Regardless of which party arranges for replacement, the workmanship shall be of a quality, and the materials shall be of a quantity, size and capacity, consistent with, or better than, the equipment in place at Commencement Date. Under no circumstances shall Tenant, or any of its agents, employees or contractors enter upon the roof of the Building in which the Premises are a part or allow any third parties to enter upon the roof, without five (5) days prior notice to Landlord. In an emergency situations Tenant shall provide notice by telephone before entry upon the roof, but if that is impossible, as soon thereafter as possible. Damage caused by third parties attempting to gain, or gaining, unlawful entry to the Premises shall be repaired by Tenant at Tenant's expense. All expenses incurred by Tenant under Section 7.1, shall be treated as premise expense and, therefore, included in the calculation of Minimum Rent in Section 2.1.

7.2 Service Contract. During the term of the lease, Tenant shall maintain a service contract on the HVAC system serving the Premises with a reputable heating and air conditioning contractor of Tenant's choice, or with a contractor recommended by Landlord, which provides for regular routine maintenance, changing of filters and lubricating the HVAC system (at least quarterly). A true copy of the service contract shall be delivered to Landlord within thirty (30) days of the Commencement Date, unless Tenant chooses to continue the HVAC service arrangements Landlord has in place as of the Commencement Date. All expenses incurred by Tenant under Section 7.2, whether paid directly by Tenant shall be treated as premise expense, and, therefore, included in the calculation of Minimum Rent in Section 2.1.

7.3 Regulation Compliance. Should any standard or regulation hereafter be imposed on Landlord or Tenant by any authority charged with the establishment, regulation and enforcement of occupational, health or safety standards, Tenant agrees, at its sole cost, to comply with such standard or regulation. All expenses incurred by Tenant under Section 7.3 shall be treated as premise expense, and, therefore, included in the calculation of Minimum Rent in Section 2.1.

7.4 Alterations Approval. Tenant may alter the interior nonstructural portions of the Premises; however, no alteration costing more than Five Thousand and 00/100 Dollars (\$5,000.00) shall be made without the prior written approval of Landlord, which approval shall not be unreasonably withheld. Any such alteration by Tenant shall be at its sole cost.

ARTICLE 8 USE OF PREMISES

8.1 The Premises shall be used and occupied by Tenant only for a charter school and matters incident and related thereto, including fundraising activities consistent with the school's educational purpose. Landlord makes no representation or warranty that the Premises may be used for such purpose under applicable zoning laws, and Tenant shall be entirely responsible for any special use or similar type permits.

8.2 Tenant shall, at its cost, comply with all federal, state and municipal statutes, ordinances and regulations in force during the term and affecting the Premises to the extent same apply to Tenant's use of the Premises or to those portions of the Premises which Tenant is required to maintain or repair. Tenant shall not use the Premises so as to create waste or constitute a nuisance to other tenants or occupants in the Building.

8.3 Landlord, provided it does not unreasonably interfere with Tenant's use of the Premises, reserves the rights to utilize the Gymnasium located in the Building.

ARTICLE 9 COMMON AREAS

9.1 The corridor areas, parking lots, parking areas, sidewalks, landscaped areas, planters, signs, and other areas, facilities and improvements in and about the Building and on and about the Real Estate intended for the common use and enjoyment of the tenants and occupants of the Building (herein the "Common Facilities") shall be available for the nonexclusive use of Tenant during the term; provided, however, that any condemnation or taking or sale in lieu of condemnation of any or all of the Common Areas shall not constitute a violation of this Article 9. Providing that Landlord may do so without materially adversely affecting Tenant's ability to use the Premises, Landlord reserves the right to change the entrances, exits, traffic lanes, boundaries or locations of all parking area(s) and other portions of the Common Facilities.

9.2 Landlord shall keep the Common Facilities in a neat, clean and orderly condition and shall make all necessary repairs to same except to the extent necessitated by Tenant's use, for which Tenant is responsible. Tenant shall not obstruct, or cause to be obstructed, any portion of any parking area, sidewalk or corridor of the Common Facilities by placing any item thereon. Landlord shall have the right to make and impose reasonable rules and regulations for sharing of any Common Facilities, which include honoring rights for use granted to other tenants/occupants of the Building, both those existing at the Commencement Date and future tenants/occupants provided such rules do not prevent Tenant from operating its business.

9.3 In addition to the Rent, Tenant shall pay to Landlord Common Facilities Contributions. Tenant's share of Common Facilities Contributions for each year shall be one hundred percent (100%) of the Operating Cost of the Common Facilities, as defined below, based on an agreed upon estimated intensity of usage of the Common Facilities.

9.4 The term "Operating Cost" shall mean the total cost and expense incurred in operating, maintaining, equipping, inspecting, insuring, protecting, repairing the Common Facilities and the nonstructural portions of Building, and replacing Common Facilities, including without limitation the cost or expense of, or incurred in connection with or reasonably attributable to: lighting, signage, gardening and landscaping (including planting, replanting and replacing flowers and shrubs); cleaning; property damage and

hazard insurance; insurance deductibles not otherwise reimbursed to Landlord; line painting; painting; maintenance and repair; water and sewerage charges of the Common Facilities; removal of ice, snow, trash, rubbish, debris, garbage and other refuse; salting or sanding of parking or driveway areas; parking lot and driveway repairs, resurfacing and sealing; utility lines; fire sprinklers; sewer lines; security systems; lighting standards and fixtures; pipes, and other systems and equipment; floors; ceilings; entrances; Common Facilities structural elements; janitorial services; alarm monitoring; sidewalks, curbs, loading and service areas; carpeting; traffic and directional signs, markers and bumpers; surcharges for parking or transportation facilities as required by law; pylon and monument signs; license and permit fees relating to the operation of the Building; and updating of directories. The inclusion of any item in this lease as an Operating Cost shall not be construed as an obligation or responsibility of Landlord to perform such work or incur such cost. The reference above in this Section 9.4 to nonstructural portions of the Building is intended to distinguish structural elements of the Building, the repair and replacement of which (as distinguished from their maintenance such as cleaning and painting) are not part of the Operating Cost of the Common Facilities. Structural elements damaged by the negligent or intentional act of Tenant, its employee, invitee, agent or contractor shall, however, be Tenant's responsibility to repair and replace. Structural elements shall not include plumbing, electricity, or any other systems or equipment of the Building. Structural elements shall be limited to those affecting actual structural integrity of the Building, such as the roof, foundations, exterior and loadbearing walls and support beams, and shall not be construed to include other defects simply because they affect the Building. Cosmetic defects and defects which do not affect structural integrity of the Building are specifically excluded from Landlord's responsibility and are includable in the Operating Cost of the Common Facilities.

9.5 All Operating Costs shall be based on competitive charges for similar services and/or materials that are available in the general vicinity of the Premises. Except in emergency situations, Tenant shall be consulted (formal notice pursuant to Section 19.16 being waived by Tenant) before any arrangements are made with third party contractors for any Operating Costs, for purposes of determining whether Tenant has more cost-effective alternatives. Three (3) calendar days shall be considered a reasonable time by which Tenant must supply its suggestions to Landlord, before Landlord makes its decisions. Landlord need not consult Tenant if Operating Costs are incurred by payment of an employee of Landlord, and Landlord shall be permitted to include in Operating Costs the ordinary and reasonable wages paid for employees' time working at or on Common Facilities, plus an appropriate estimate of employees' FICA and other employment related taxes paid by Landlord.

9.6 The annual charge payable by Tenant under this Article 9, shall be paid in monthly installments on the first (1st) day of each calendar month, in advance, in an amount estimated by Landlord. Within ninety (90) days after the end of each calendar year, Landlord shall furnish Tenant a statement summarizing the actual Operating Cost for the preceding calendar year and setting forth the method by which Tenant's share thereof was arrived at as herein provided. To the extent the aggregate of Tenant's monthly payments during such calendar year are less than the amount which is payable by Tenant for such calendar year, as provided in this Article, the difference shall be paid by the Tenant within

twenty (20) days after receipt of the foregoing statement. To the extent such aggregate payments exceed the amount which is payable by Tenant for such calendar year, the difference shall be credited against the next ensuing installments of Landlord's estimates for the next calendar year (or refunded to Tenant if the Lease is terminating). The books and records showing all Operating Costs shall be open to inspection by Tenant, or its designated agents, during normal business hours. Any claim by Tenant for revision of any statement submitted by Landlord hereunder for any calendar year, which claim is not made within sixty (60) days after the end of such calendar year, shall be deemed waived and discharged.

9.7 After 24 hours prior notice to Tenant, Landlord shall have the right to cause to be removed any cars or other vehicles of Tenant, its employees or agents that are parked in violation hereof without liability of any kind to Landlord, its agents or employees.

ARTICLE 10 LANDLORD RESPONSIBILITIES

10.1 Subject to Tenant's responsibility to accommodate for its use, Landlord shall maintain, repair and replace the Common Facilities. Using Common Facilities Contributions, Landlord shall arrange for cleaning and other janitorial services for the Common Facilities (this excludes the Premises) and shall manage the Common Facilities. Notwithstanding the foregoing; however, Landlord shall not be required to make any repairs made necessary as a result of misuse or neglect of the Premises or Common Facilities by Tenant (or its employees or invitees), except when such damage is covered by insurance, and then only to the extent of the proceeds of such insurance. Also, where such repairs or maintenance involve any special partitions or any special installations which were installed by or at the request of Tenant, Tenant shall pay for any part of the cost of such maintenance and repair which exceeds the amount Landlord would have spent for normal maintenance and repair of standard installations.

10.2 Landlord shall arrange for all necessary repairs to the exterior walls, structural components, foundation and roof of the Premises and Building, unless such repairs are necessitated by the actions or omissions of Tenant, or its employee, agent, contractor or invitee, in which case Tenant shall pay to Landlord the cost of such repair. Landlord shall not be liable for any failure to make any such repair unless such failure shall persist for ten (10) days after written notice of the need for such repair is given to Landlord by Tenant; however, if such repair cannot reasonably be completed within ten (10) days after notice, Landlord shall not be liable if Landlord commences repair within the ten (10) days and proceeds to complete same with due diligence as circumstances permit. Notwithstanding the foregoing, Tenant shall be permitted to arrange for emergency repairs without the 10day notice requirement set forth above (but Tenant shall make some reasonable efforts to notify Landlord by telephone).

10.3 Landlord shall not be liable for any loss or damage occasioned by any defect in the Premises, or by defective wiring, plumbing, gas, water, steam, hot water, or other pipes or from sewage, or by the bursting, leaking or running of any tank, boiler, washstand, closet or wastepipe, or by water, snow, or ice upon the roof, skylight, trap door or otherwise, or by the acts of negligence of others, other than by the gross negligence of Landlord, its agent, contractor or

employee.

10.4 Landlord, provided it does not unreasonably interfere with Tenant's use of the Premises, reserves the rights to: erect, use and repair pipes, wires and conduits in and through the Premises; enter upon the Premises for the purpose of inspection and to exhibit same for purpose of sale any time during the term, and for rental during the last ninety (90) days of the term or after a Tenant default; and enter upon the Premises to clean or make such repairs, alterations, decorations, improvements or additions as Landlord may deem necessary or desirable for the safety, preservation or improvements of the Premises, and Landlord shall have the right to take all materials into and upon the Premises that may be required for such purposes without the same constituting a total or partial eviction of the Tenant, and the Rent shall not be abated while said repair, alterations, decorations, improvements or additions are being made unless Tenant's permitted use of the Premises is substantially limited or prohibited. In addition, Landlord shall comply with Tenant's reasonable security measures with respect to Landlord's access to the Premises (which may include being accompanied by a Tenant representative (except in an emergency)) wherever such access right is granted in this Lease. Tenant will provide Landlord with its security requirements upon request of Landlord. As to any space in the Building Landlord shall have the right to change the arrangement or location of the entrances or passageways, doors, doorways, corridors or stairs located therein, and the doing of all or any of said things shall not relieve Tenant from any obligation under this Lease, provided said change(s) is/are done in a reasonable and timely manner, providing Landlord first consults with Tenant and any such change(s) does not unreasonably burden Tenant.

ARTICLE 11 DEFAULT; REMEDIES

11.1 It shall be a default hereunder if Tenant shall: (a) fail to pay any installment of Rent or any other charge or amount due hereunder; (b) fail to perform or observe any other covenant, agreement or provision hereof within thirty (30) days after receipt of written notice from Landlord; however, if such repair cannot reasonably be completed within ten (10) days after notice, Tenant shall not be liable if it commences repair within the ten (10) days and proceeds to complete same with due diligence as circumstances permit; (c) file a voluntary petition in bankruptcy, make an assignment for the benefit of creditors, enter into an agreement whereby control of its business is lost to a committee of creditors, is subject to an attachment, execution or other judicial levy upon the leasehold estate hereunder, is subject to the judicial appointment of a receiver or similar officer to take possession of said leasehold estate or the Premises, or is subject to the filing of a petition by, for or against Tenant under the bankruptcy laws; (d) Tenant shall abandon or vacate the Premises and such abandonment or vacating shall continue for a period of thirty (30) days except for summer breaks. Upon the occurrence of a default, Landlord shall have the option to give Tenant written notice of Landlord's intention to terminate all right of Tenant to occupy the Premises and Landlord shall have the right to reenter the Premises on the date stated in said notice, which date shall be not less than ten (10) days nor more than sixty (60) days after the giving of such notice, and on such date, all right of Tenant to occupy the Premises shall end. Neither the termination of the right of Tenant to occupy the Premises

nor such reentry shall relieve Tenant from Tenant's obligation to pay Rent and to perform and observe all the terms, covenants and conditions of this Lease on the part of Tenant to be performed and observed.

112 Upon the entry into possession of the Premises without termination of this Lease, Landlord may re-let the Premises or any part thereof for the account of Tenant to any person, firm or corporation, other than Tenant, for such rent, for such time and upon such terms as Landlord shall determine, and Landlord shall not be required to accept any lessee offered by Tenant or to observe any instruction given by Tenant about such reletting. In any such case, Landlord may make such repairs and perform such maintenance to the Premises as are necessary to keep the Premises in the same condition as the Premises were in as of the Commencement Date, reasonable wear and tear excepted, and Tenant shall, on demand, pay the costs thereof, together with Landlord's expense of reletting. If the rent collected by Landlord upon any such reletting for Tenant's account is not sufficient to pay monthly the full amount of the Rent reserved in this Lease, Tenant shall pay to Landlord the amount of each monthly deficiency upon demand.

113 In addition to its other rights hereunder, Landlord shall have the right to collect, at any time after the occurrence of a default, or at any time after Landlord has terminated Tenant's right to possession only, to cancel and terminate this Lease by serving written notice on Tenant of such election, and to pursue any and all remedies at law or in equity that may be available to Landlord.

114 No receipt of money by Landlord from Tenant or from any other party after default, after notice of default, after the termination of this Lease, after the commencement of any suit, or after final judgment for possession of the Premises, shall reinstate, continue or extend the term of this Lease or affect any notice, demand or suit.

115 If a default occurs, Landlord shall have the option, upon seven (7) days' written notice to Tenant, to cure said default for the account of and at the expense of Tenant; provided, however, that no such notice shall be required for emergency repairs. Tenant shall pay the expenses of said cure within ten (10) days after Landlord renders a statement therefor, together with interest thereon at the floating rate per annum equal to the prime rate of interest quoted from time to time in the Wall Street Journal, plus 5%, commencing with the day Landlord notifies Tenant of payment of such expense.

116 The waiver by Landlord of the breach of any default of any provision hereof shall not be deemed to be a waiver of any subsequent default of such provision. The subsequent acceptance of Rent hereunder by Landlord shall not be deemed to be a waiver of any preceding default by Tenant, other than the failure of Tenant to pay the particular Rent so accepted, regardless of Landlord's knowledge of such preceding default at the time of acceptance of such Rent.

11.7 No right or remedy herein set forth shall be exclusive of any other right or remedy granted or conferred upon Landlord by statute, judicial decision or common law, as each and every such right and remedy shall be cumulative.

11.8 If Landlord fails to perform any of its obligations under this Lease, and such failure continues for more than thirty (30) days after delivery of Tenant's notice specifying the nature thereof, or if the failure is of a nature to require more than thirty (30) days to cure and continues beyond the time reasonably necessary with exercise of due diligence, such failure shall be deemed a default by Landlord and Tenant may, at its option terminate this Lease upon written notice.

ARTICLE 12 INSURANCE, COMPLIANCE AND DESTRUCTION

12.1 Tenant shall comply with all commercially reasonable insurance company requirements applicable to the use of the Premises, and Tenant shall not use the Premises, or permit the Premises to be used in any manner which would increase the premium of the insurance described above or cause a cancellation of any such insurance policy. Tenant shall not keep in or about the Premises any article which may be prohibited by any standard form policy of fire insurance. If Tenant's use of the Premises causes any increase in the premium for such insurance policies, then Tenant shall pay as additional rent hereunder, on demand from Landlord, all of such increase.

12.2 Except as provided hereinafter, in the event the Premises are damaged by perils covered by such insurance, Landlord agrees to repair same as provided below, and this Lease shall remain in full force and effect, except that Tenant shall be entitled to a proportionate reduction of the Rent from the date of damage and while such repairs are being made, such proportionate reduction to be based upon the ratio set forth in Section 13.2.

12.2.1 In the event the Premises are damaged (a) as a result of any cause other than the perils covered by Landlord's insurance and such damage exceeds Fifty Thousand Dollars (\$50,000.00); or (b) as a result of a peril covered by Landlord's insurance and such damage exceeds twenty five percent (25%) of the replacement value cost of the Premises; then, and in any such event, Landlord shall have the option (i) to repair such damage, this Lease continuing in full force and effect, but the Rent to be proportionately reduced as above provided or (ii) to give notice to Tenant, at any time within thirty (30) days after such damage, of termination of this Lease as of the date specified in such notice, which date shall be no more than thirty (30) days after the giving of such notice. Both Landlord and Tenant shall also have the option of terminating this Lease in the event of the destruction of at least twenty five percent (25%) of the replacement value of the Building irrespective of whether the Premises have been damaged.

12.2.2 Landlord shall not be required to repair any injury or damage to, or to make any repairs or replacements of, any fixtures, inventory or personal property of Tenant.

12.3 Landlord and Tenant release each other and waive their respective rights of recovery against each other for any loss for property damage insured by fire, extended coverage and other property insurance policies existing for the benefit of the respective parties. The foregoing releases shall not be limited to the liabilities of the parties to each other, but also shall apply to any liability to any person claiming through or under the parties pursuant to a right of subrogation, or otherwise. Each fire insurance or other casualty policy carried by Landlord with respect to the Building and by Tenant with respect to Tenant's Property shall honor the foregoing waivers of subrogation by including a waiver of subrogation clause or endorsement, or by including contractual liability coverage which applies to waivers of subrogation.

ARTICLE 13 CONDEMNATION

13.1 In the event of any taking of or damage to all or any part of the Premises (or any interest therein) prior to termination of this Lease, by reason of any exercise of condemnation or the power of eminent domain, or by reason of any transfer of all or any part of the Premises (or any interest therein) made in avoidance of such an exercise (collectively, "appropriation"), the rights and obligations of Landlord and Tenant with respect thereof shall be as set forth in this Article.

13.2 In the event of an appropriation of all the Premises, this Lease shall terminate as of the date of such appropriation. In the event of an appropriation of 10% or more of the square foot area of the Premises, but less than all thereof, or of an appropriation of 25% or more of the parking area of the Building, either party shall have the right, at its election, to terminate this Lease upon thirty (30) days' written notice to the other party, provided that such election is made within sixty (60) days of the appropriation. In the event of any appropriation of less than the percentage(s) set forth herein, or if such appropriation exceeds said percentage(s) but neither party elects to so terminate, this Lease shall continue in full force and effect, except that for the remainder of the term (a) the monthly Rent shall be abated to an amount which bears the same ratio to such prior monthly Rent as the square footage of the Premises after the appropriation bears to the square footage of the Premises immediately prior to such appropriation, and (b) the Premises shall be reduced by the portion so appropriated. Further; any other sums payable hereunder which are based upon the square footage of the Premises shall likewise be proportionately reduced. If this Lease is not terminated as aforesaid, Landlord, at Landlord's expense, will make any restoration of the unappropriated Premises necessitated by reason of the appropriation to the extent possible from the condemnation proceeds received by Landlord.

13.3 All awards and settlements for the taking of any portion of the Premises shall belong to Landlord absolutely, and Tenant shall have no claim or right against Landlord for the value of any unexpired term of this Lease; provided, however, that any award granted specifically for Tenant's trade fixtures or relocation expenses shall belong to Tenant.

**ARTICLE 14
IMPROVEMENTS AND TRADE FIXTURES**

14.1 Upon the termination of this Lease for any reason, Tenant shall surrender the Premises to Landlord in good condition and repair, broom clean, normal wear and tear and damage by fire and other casualty excepted, together with all fixtures, additions and improvements (other than Tenant's moveable fixtures, smartboards, projectors, or other personal property and equipment that is subject to different disposition procedure by the State or Federal government) then situated on the Premises, unless Landlord notifies Tenant prior to such date that Landlord desires the removal of any or all of said fixtures, additions and improvements, in which event Tenant shall be responsible for removal of same not later than thirty (30) days after the date of termination of this Lease. Any damage to adjacent portions of the Building caused by Tenant's surrender shall be repaired at Tenant's cost.

14.2 If Tenant is not in default, Tenant shall have the right to remove, at its cost at any time prior to the time Landlord repossesses the Premises, any moveable fixtures (including signs and displays) installed by Tenant and which are not affixed to the floors, walls or ceilings of the Premises. Tenant shall, within thirty (30) days after such removal, repair at its cost any damage caused to the Premises by such removal. The foregoing covenant shall survive the termination of this Lease.

~~14.3~~ If Tenant fails to remove any such fixtures, the same shall be conclusively deemed to be abandoned by Tenant and shall belong to Landlord absolutely without any claim or right on the part of Tenant.

**ARTICLE 15
ASSIGNMENT, SUBLETTING AND ENCUMBERING**

15.1 Tenant may not assign, transfer, encumber or hypothecate this Lease or any interest therein, or any part thereof, without the prior written consent of Landlord. Under no circumstance shall Tenant sublet any portion of the Premises without the prior written consent of Landlord. Any other attempt to transfer, assign, mortgage or hypothecate without Landlord's said consent shall be void and confer no rights upon any third person. Landlord reserves the right to refuse to give such consent if in Landlord's reasonable business judgment: (i) the quality of the operation of the Building may in any way be adversely affected during the term of the Lease; or (ii) the financial worth or creditworthiness of the proposed new tenant is not sufficient in light of all Rent and charges payable hereunder. Unless otherwise agreed in writing, Tenant shall remain primarily liable for the obligations hereunder upon any assignment, transfer, encumbrance, hypothecation or sublease.

15.2 No assignment or transfer otherwise allowable or permitted hereunder shall be effective unless and until the assignee shall in writing expressly assume all of the provisions, covenants and conditions of this Lease on the part of Tenant to be kept and performed. In addition, no such assignment or transfer allowed or permitted hereunder shall act as a release of Tenant from any obligation accruing under this Lease prior to the effective date of the assignment or transfer.

ARTICLE 16
QUIET ENJOYMENT

Landlord covenants and agrees that Tenant may peaceably and quietly have, hold and enjoy the Premises and the appurtenances thereto, and the rights granted to Tenant under this Lease during the term of this Lease, subject, however, to the terms, covenants and conditions contained in this Lease.

ARTICLE 17
LIMITATION OF LIABILITY

Notwithstanding anything to the contrary contained herein, any liability incurred by the Landlord to the Tenant shall not be of a personal nature, and Tenant's sole means of recovery shall be against the Real Estate owned by Landlord where the Building is located, it being the specific intention to not encumber other assets of Landlord, or any of its officers, directors, trustees, or members, in this regard. If Landlord or any successor in interest of Landlord shall be a corporation, limited liability company, joint venture, tenancy in common, firm or partnership (general or limited), the members, partners, officers, directors, trustees and shareholders, as the case may be, of the corporation, limited liability company, joint venture, tenancy in common, firm or partnership, shall have no personal obligation or liability with respect to any provision of this Lease, any obligation arising from this Lease, or any obligation in connection with this Lease. Such exculpation shall be absolute and without any exception whatsoever.

ARTICLE 18
ENVIRONMENTAL CONTAMINATION

181 Tenant shall not cause or permit any hazardous substance to be disposed of in, on or about the Premises, the Building or Common Facilities. Further, Tenant shall not cause or permit any hazardous substance to be used, stored or generated in, on or about the Premises, the Building or Common Facilities in any manner that is in violation, noncompliance or nonconformance with any local, state or federal statute, law, ordinance, rule, regulation or requirement.

182 Tenant shall defend, indemnify and hold Landlord harmless from and against any and all claims, damages, fines, judgments, penalties, costs, liabilities or losses (including without limitation any and all sums paid for settlement of claims, attorney fees, consultant fees and expert fees) arising during or after the term as a result of Tenant's use, operation, storage or disposal of hazardous substances in, on or about the Premises, the Building or Common Facilities. This indemnity shall survive the termination of this Lease.

183 As used herein, the term "hazardous substance(s)" shall mean, without limitation, any substance, material or waste defined as "hazardous substances", "hazardous materials", or "toxic substances" in (i) the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. Sec. 9601, et seq.; (ii) the Hazardous Materials Transportation Act, 49 U.S.C. Sec 1801, et seq.; (iii) the Resource

Conservation and Recovery Act, 42 U.S.C. Sec. 6901, et seq.; (iv) any comparable, analogous or related provisions of the Ohio Revised Code; and (v) all rules, regulations or publications adopted or promulgated pursuant to any of said preceding laws, codes or statutes.

ARTICLE 19 GENERAL PROVISIONS

19.1 Any holding over after the expiration of the term shall be construed to be a tenancy from month to month only, in which case the Rent provisions will continue to apply during such month to month tenancy, and subject to all the other terms and the conditions herein set forth.

19.2 Time is of the essence of this Lease.

19.3 Subject to provisions of this Lease allowing Tenant greater rights, Tenant shall faithfully observe and comply with all reasonable rules and regulations that Landlord shall, from time to time, promulgate and/or modify as to the parking areas, signage, Common Facilities and common areas of the Building. The rules and regulations shall be binding upon the Tenant upon delivery of a copy thereof to Tenant.

19.4 Tenant shall not affix, attach or otherwise place any sign on the roof, exterior or interior portions of the windows, exterior walls, without the prior written consent of Landlord, which consent shall not be unreasonably withheld.

19.5 This Lease shall be subordinate at all times to the lien of any mortgage or deed of trust now or hereafter placed upon the interest of the Landlord in the Premises. Tenant agrees to execute and deliver such instruments as may be desired by Landlord or by any mortgagee subordinating this Lease to the lien of any present or future mortgage or deed of trust. Landlord agrees to request from future mortgagees (if Tenant has so requested from Landlord) an agreement that so long as Tenant is not in default, such mortgagees shall recognize Tenant's rights hereunder.

19.6 This Lease and all of the covenants and conditions herein contained shall be binding upon and shall inure to the benefit of the heirs, executors, administrators, assigns and successors (to the extent permitted hereunder) of each of the parties.

19.7 The title or captions of the Articles of this Lease are for reference purposes only and have no effect upon the construction or interpretation of any part thereof. The use herein of the neuter gender includes the masculine and the feminine whenever the context requires.

19.8 If Tenant or Landlord is a corporation or limited liability company, each individual executing this Lease on behalf of said corporation or limited liability company represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of said corporation, and that this Lease is binding upon said corporation or limited liability

company in accordance with its terms.

19.9 Landlord may enter upon the Premises for the purpose of inspecting, making repairs, replacements or alterations and showing the Premises to prospective purchasers, lenders or lessees. In addition, Landlord shall comply with Tenant's reasonable security measures with respect to Landlord's access to the Premises, except for the Interior Shared Area (which may include being accompanied by a Tenant representative (except in an emergency)) wherever such access right is granted in this Lease. Tenant will provide Landlord with its security requirements upon request of Landlord.

19.10 All exhibits, amendments and addenda attached hereto are hereby incorporated herein and made a part hereof.

19.11 This Lease sets forth the entire understanding between the parties with respect to all matters referred to herein and may not be changed or modified except by an instrument in writing signed by both parties. Tenant acknowledges that it is not relying on any verbal or written understanding or representation outside the terms of this Lease.

19.12 This Lease shall be construed and enforced in accordance with the laws of the State of Ohio.

19.13 Tenant warrants and represents that there was no broker, agent, or other person entitled to a fee or commission involved by Tenant with this transaction or in consummating this Lease. Landlord warrants and represents there was no broker or agent involved by Landlord with this transaction or in consummating this Lease. Tenant agrees to defend, indemnify Landlord and hold Landlord harmless against any claims for brokerage or other commissions by anyone alleging to have introduced Tenant to the within transaction or arising out of Tenant's breach of this warranty and representation.

19.14 This Lease shall not be recorded, and if either party should record the same in the Office of the Recorder of Lucas County, Ohio, the recording shall have no effect and it shall be an event of default. When possession of the Premises has been delivered to Tenant, the parties hereto shall, upon request of either party, execute, acknowledge, deliver and record a memorandum of lease in mutually acceptable form specifying the terms of this Lease, which may be recorded by either party.

19.15 If any clause, sentence, paragraph or part of this Lease shall for any reason be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair or invalidate the remainder of this Lease, but shall be limited in its operation to the clause, sentence, paragraph or part thereof directly involved in the controversy in which such judgment shall have been rendered, and in all other respects, the Lease shall continue in full force and effect.

19.16 All notices hereunder shall be in writing, in the English language, and shall be mailed by certified mail, addressed to the following:

If to Landlord:

**Attn: Cleves R. Delp
5025 Glendale Avenue, LLC
1438 Arrowhead Drive
Maumee, Ohio 43537**

**With a copy to: c/o Dominic Spinazze
Spinazze Law, LLC
1438 Arrowhead Drive
Maumee, Ohio 43537**

**If to Tenant: Northwest Ohio Classical Academy
Attn: Robert J. Pruger
1132 Clark Street
Bowling Green, OH 43402**

**With a copy to: c/o Albin Bauer
Peters, Kalail & Markakis Co. L.P.A.
PO Box 166973
Oregon, OH 43616**

Any party desiring change of address shall make such change known in writing to the other party. Properly mailed notices that are delivered to the place to which they are properly addressed shall be effective when received. If a properly mailed notice is delivered to the place to which it is properly addressed and is refused or unclaimed, notice shall be effective when delivered, nevertheless. In the event a properly mailed and addressed notice from Landlord to Tenant is refused or unclaimed, Landlord may effectively serve such notice by delivery to the Premises, or by ordinary U.S. Mail effective upon mailing. Notices from Landlord hereunder may be given by either an agent or attorney acting on behalf of Landlord.

19.17 Tenant shall, within ten (10) business days after receipt of Landlord's request therefor, execute and mail to any proposed purchaser of, mortgagee of or beneficiary under a deed of trust encumbering the Building, a certificate declaring (i) the existence of this Lease and amendments, if any, to it and (ii) Landlord's breaches hereunder, if any, known to Tenant as of the date of such certificate. Any such certificate may contain such other reasonable provisions as the recipient thereof may desire.

19.18 Tenant shall fully comply with and obey all laws, ordinances, rules, regulations and requirements of all regularly constituted authorities, in any way affecting the Premises or the use thereof or this Lease, including codes and ordinances relative to

fire extinguishers.

19.19 It is understood and agreed that the mortgage lender, or any further lender loaning money on the Building during the Lease term, shall have a right to correct any default on the part of the Landlord within thirty (30) days after receipt of written notice from the Tenant, specifically identifying said default. Tenant shall not be entitled to terminate the Lease without giving notice to the mortgage lender, provided Landlord has provided Tenant with a current notice address for such lender.

INTENDING TO BE LEGALLY BOUND, the parties have executed this Lease.

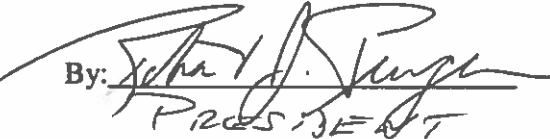
Landlord:

5025 Glendale Avenue, LLC
an Ohio limited liability company

Tenant:

Northwest Ohio Classical Academy
an Ohio not-for profit corporation

By: 
Dominic J. Spinazze, Authorized Agent

By: 
PRESIDENT

Date: 5/9/19

Date: 5/10/2019

STATE OF OHIO)
) ss.
COUNTY OF LUCAS)

Before me, a notary public, in and for said county, personally appeared the above named DOMINIC J. SPINAZZE, Authorized Agent of 5025 Glendale Avenue, LLC, who acknowledged that he did sign the foregoing instrument as Manager, and that the same is his free act and deed.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name at Lucas County, Ohio, this 9 day of May 2019.

Charlotte N. Wilson
Notary Public

My Commission Expires: 06/22/2022



Charlotte N Wilson
Notary Public
In and For the State of Ohio
My Commission Expires
22 June 2022

STATE OF OHIO)
) ss.
COUNTY OF LUCAS)

Before me, a notary public, in and for said county, personally appeared the above named Robert J. Pruger, of Northwest Ohio Classical Academy, who acknowledged that he did sign the foregoing instrument as Manager, and that the same is his free act and deed.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name at Lucas County, Ohio, this 10th day of May 2019.

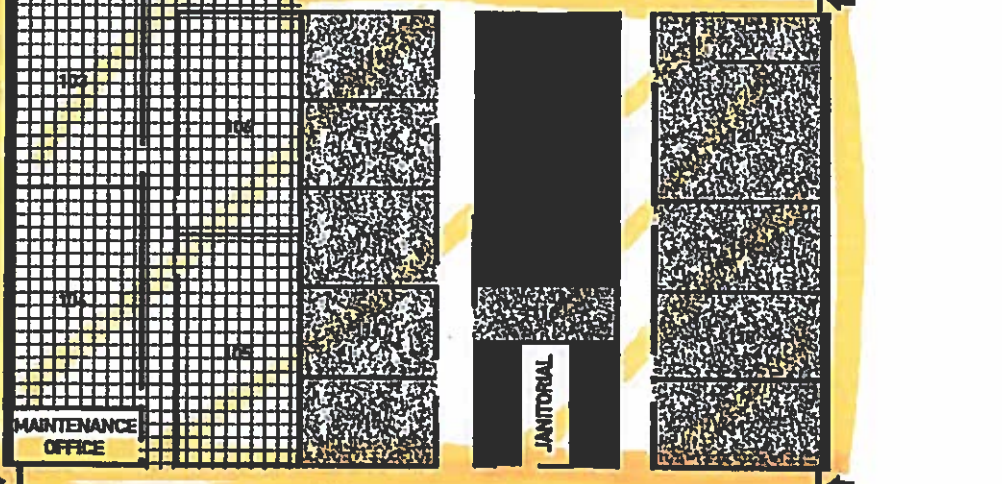
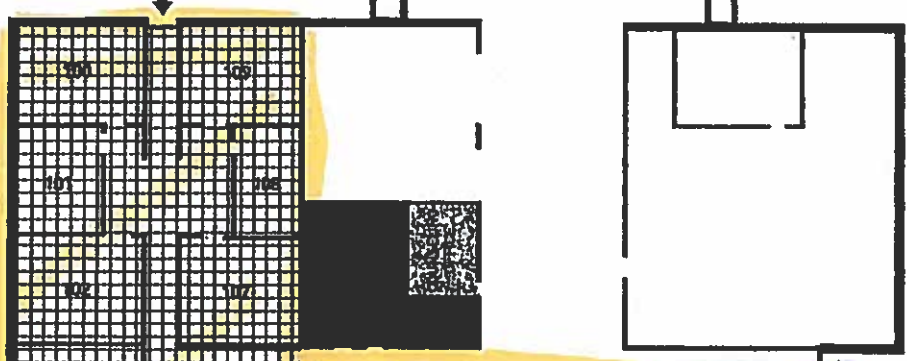
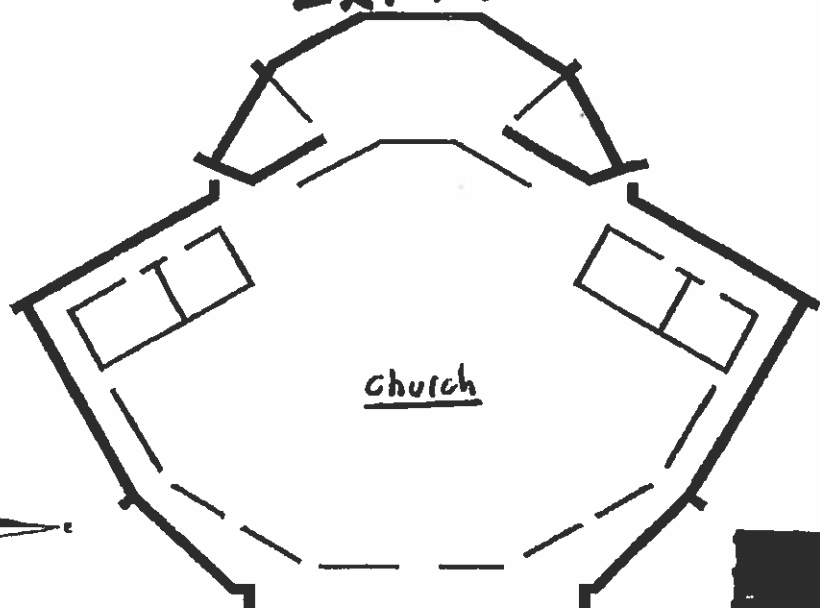
Dawn Marie Sehnert
Notary Public

My Commission Expires:



DAWN MARIE SEHNERT
Notary Public, State of Ohio
My Comm. Expires 08/16/2022
Recorded in Lucas County

Ex. A





Northwest Ohio Classical Academy

Attachment 7: Education Plan

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Attachments I-8

1. Attachment 7a_NOCA Scope and Sequence
2. Attachment 7b_Lesson Template
3. Attachment 7c_NOCA Curriculum Alignments
4. Attachment 7d_IPDP Template
5. Attachment 7e_Resident Educator
6. Attachment 7f_School Calendars
7. Attachment 7g_Bell Calendar
8. Attachment 7h_SPED Intake Form
9. Attachment 7i_NOCA Performance Goals

School Name:	Northwest Ohio Classical Academy	Date:	May 15, 2019
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6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?* The vision should answer the question *what do we hope to become?* Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

 Mission	6.3a	1) MISSION (Why do we exist?): State the school's clear, concise, and compelling mission statement that describes its specific intent/purpose.
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A CLASSICAL EDUCATION

The mission of Northwest Ohio Classical Academy (NOCA) is to develop the academic potential and personal character of each student through a rigorous, content-rich classical curriculum in the liberal arts and sciences with the intent of producing thoughtful leaders and virtuous citizens.

NOCA will utilize a classical education model to develop within its students the intellectual and personal habits and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. NOCA strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over many generations.

The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that embody perennial truths of the human soul and which remain compelling because they present these truths in memorable, or beautiful, ways. These classics are admired not because they are old; rather they are admired because they have continued to ring true with people of many eras, cultures, and tongues. The classics provide the most thoughtful reflections on the meaning and potential of human life. They introduce students into a conversation which spans millennia and seeks to address the ageless questions of the human heart and mind.


 Vision	6.3a	2) VISION (What we hope to become?): State the school's clear, concise, and compelling vision statement that describes the anticipated operation, function and success of the school over time.
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The vision statement of Northwest Ohio Classical Academy is as follows:

To have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, through a classical, great-

books curriculum designed to engage the student in the highest matters and the deepest questions of Truth, Justice, Virtue, and Knowledge.

Classical education is language intensive, knowledge-centered, and trains the mind to collect and analyze information and to draw conclusions based on that information. The model demands self-discipline and instills virtue (the ability to do what is right despite other inclinations), and produces intelligent, literate, curious young adults who can read, write, calculate, think, understand, solve problems, and follow through on a wide range of interests. A classical education requires a student to examine moral and ethical issues. The model utilizes history as a significant organizing principle, and therefore students learn the place of their lives, families, and communities in the broad landscape of human existence and achievement. Classical education is systematic and rigorous with purpose-driven goals, and a method to reach those goals.

 Philosophy	6.3a	3) PHILOSOPHY (What do we value and believe about educating students?) State the school’s clear, <i>concise</i>, and compelling philosophy that describes the values and beliefs by which the school will operate.
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Northwest Ohio Classical Academy (NOCA) will train students who will be stewards of the “Western Tradition” and the pillars of a free society. NOCA believes that the diffusion of learning is essential to the perpetuity of this tradition. Therefore, the aim is to provide a liberal education not geared toward a specific trade or profession, but one that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. Where possible, NOCA must engage those ideas and principles in the original texts that have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. NOCA finds a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under the law and the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, NOCA must engage in those ideas in order to have a citizenry who understands the perils of each. NOCA will accomplish this task through a classical, great books curriculum designed to engage the student in the ideas and principles of our country’s founding.

Several unique innovations characterize NOCA:

1. All students in grades four and five will be informally introduced to Latin roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. The formal study of Latin will begin in grade six.
2. Upper-level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
3. All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits.
4. The program will introduce and seek to instill virtues of character in the lower grades through these pillars of character education:
 - Responsibility
 - Respect
 - Courage

- Courtesy
- Honesty
- Citizenship

5. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and necessary support of the classical curriculum.


To achieve our mission, NOCA will emphasize education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include:

1. The Core Knowledge Sequence (a specific, grade-by-grade core curriculum of common learning)
2. Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* as supplemented by content from Access Literacy, LLC (for teaching "explicit" phonics, reading, and language arts)
Singapore Math (a conceptual approach to mathematical skill building and problem-solving)

Classical Education upholds a standard of excellence and has proven itself over the course of time. NOCA's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning, but also in character development. At NOCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from NOCA highly literate and ethical citizens who are well-prepared to advance into high school and on to any life endeavor while inspiring others.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research support the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

 Curriculum – Learning Standards	6.3b	<p>1) Provide the specific learning standards students are to achieve in <u>all</u> core content areas and a detailed description of the non-core content (i.e., physical education, music, art, technology, etc.) areas offered by the school.</p> <p>If the school will use Ohio’s Learning Standards in all core and non-core content areas, please check the box. <input checked="" type="checkbox"/></p>
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Northwest Ohio Classical Academy (NOCA) will use Ohio Learning Standards for all core and non-core content areas. Core content areas will consist of Reading and Writing, History/Geography, Science, and Math. Non-core content areas include Physical Education, Visual Arts, Music, and World Language. NOCA’s curriculum has been aligned with Ohio Learning Standards as found at <http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>. The following is a list of core content areas and relevant link to the standards.

Explicit Phonics, Grammar, Reading, Writing, and Literature - <http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards>

Math - <http://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics>

Science - <http://education.ohio.gov/Topics/Learning-in-Ohio/Science>

History - <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>

Physical Education - <http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education>

Visual Art - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Visual-Art-Standards-Final-2.pdf.aspx?lang=en-US>

Music - <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards/Ohio-Music-Standards-Final->

[2.pdf.aspx?lang=en-US](#)

World Language (Spanish and Latin) - http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/FINAL_PreK-12_Standards_with_links_may9_2014.pdf.aspx

Basic Learning Environment

The basic learning environment at NOCA will primarily be classroom-based. Daily homework will constitute the majority of independent study for the students. Class sizes will be kept reasonably small to ensure the teacher-to-student ratio is most effective. The mission of NOCA is to develop the academic potential and personal character of each student through a rigorous, content-rich classical curriculum in the liberal arts and sciences with the intent of producing thoughtful leaders and virtuous citizens. The goal is to develop within its students the intellectual and personal habits, virtues, and skills upon which responsible, independent, and flourishing lives are built, in the firm belief that such lives are the basis of a free and just society. The NOCA prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its content-rich curriculum with a strong emphasis in civics, NOCA provides a traditional education with a constant view towards developing exceptional American citizens.

The Founders of the United States of America built a free republic on certain fundamental principles. In 1776, George Mason wrote in the Virginia Declaration of Rights, “No free government, nor the blessings of liberty, can be preserved to any people, but by a frequent recurrence to fundamental principles.” By fundamental principles, Mason referred to the certain understanding about nature, rights, and government that was later expressed in the Declaration of Independence and are fundamental to the United States Constitution. NOCA agrees with George Mason and the other founders of our country that the maintenance and prosperity of a free republic depend upon the capacity of the American people to remain faithful to those founding principles.

Among those founding principles is self-government. The American founders understood self-government in the twofold sense of political self-government, in which we govern ourselves as a political community, and personal self-government, according to which each individual is responsible for governing himself or herself. They believed the success of political self-government required a flourishing of personal self-government and that both are essential to preserving the American way of life. Self-government requires character and good habits. Essential elements of self-government are academic in nature, and these rely in large part on education. Benjamin Rush, a signer of the Declaration of Independence, said the only method of rendering a republican form of government durable “is by disseminating the seeds of virtue and knowledge through every part of the state by means of proper education.” The Founders understood that education, an education that provides citizens with the knowledge and character necessary for self-government, is essential to the maintenance and prosperity of the American Republic. For that reason, they and leaders throughout our history firmly supported education. They also had strong opinions about what the components of education.

Thomas Jefferson’s 1779 *Bill for the More General Diffusion of Knowledge* states that the object of education in primary schools is, “to instruct citizens in their rights, interests, and duties, as men and citizens.” This idea was necessary to make the people the guardians of their liberty. According to Jefferson,

in grammar schools, students should be taught Latin, English grammar, reading, writing, arithmetic, the elements of mensuration, and the outlines of geography and history. Furthermore, the books for instructing children to read shall at the same time make them acquainted with Greek, Roman, English, and American history. Jefferson wrote, “by apprizing them of the past we will enable them to judge the future.”

NOCA’s educational philosophy and curricular approach were selected to provide the caliber of education Jefferson envisioned. NOCA’s classical curriculum—borrowing from the Core Knowledge sequence, supplemented by the Riggs Program and Singapore Math, offering Latin, and providing a strong emphasis on civics and classical virtues—will provide students with a robust education that challenges them to excel both in learning and in character.

At NOCA students will learn language and literature, history, geography, government, math, the sciences, music and the visual arts in a coherent and orderly program that runs from the rudiments of basic literacy and math skills to higher orders of thought and expression. Students will be taught an organized sequence of skills and core knowledge through sound, time-proven methods. They will read classic works of literature, study fine arts, and learn first-hand accounts of history through the study of primary source documents, including the Declaration of Independence and the Constitution. They will be introduced to the likes of Scylla and Charybdis as a lesson in difficult choices and of Sisyphus as a lesson in futility. Students will also receive rigorous training in the fundamentals and theories of math and science, including the scientific method and will benefit from Socratic instructional techniques and training in study skills that further foster learning and character development. Through the Socratic method, students will learn to ask important questions, setting them on the path to understanding themselves and their world, and encouraging them to act ethically and responsibly.

Upon graduation, NOCA desires that all students read well, enjoy it, and understand its importance throughout their lives. Reading is at the very heart of the curriculum. Students will read the classics for pure enjoyment and for the lessons they’ll learn there. Students will find out about “The Emperor’s New Clothes,” laugh with “The Bremen Town Musicians,” and sail with Odysseus in the *Iliad* and *Odyssey*. The core curriculum choices will ensure students know about world geography. Students will know where the Straights of Gibraltar are and the Bosphorus and Dardanelles Passages, and why they are important. Students will explore events in history from the cradle of civilization in the Euphrates valley to the European, African, and Eastern development over the centuries. Students will know the tragic history of wars in Europe and America’s involvement in them. Students will learn why Columbus said he sailed here and the conquest and settlement of the American Continent including the “little settlement” at Plymouth, Massachusetts. Prominent will be the explanation of what is and isn’t meant by the term “American Exceptionalism.” They’ll learn of the “Shot Heard ‘Round the World” at Lexington Green and what prompted that event. They’ll learn about the “Great Wars” of the 20th century and what the “Iron Curtain” was and the “Berlin Airlift” — including its infamous “Berlin Candy Bomber.”

According to Aristotle, one becomes good only by observing and practicing the right behavior. NOCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and

conduct based on high moral standards.

NOCA's robust academic program and training in the virtues will be supported by a well-regulated campus that fosters positive relationships between students, parents, and teachers. Teachers and Instructional Aides will receive training before implementing the curriculum or assisting in the classroom. Teaching methods will be modified and differentiated to meet student needs. The success of every student will depend upon his or her consistent effort and perseverance. Each student will receive the support of every staff member whose focus is on academic achievement and a commitment to educational excellence.

The Founders of this country believed the purpose of education is to prepare students to become good people and good citizens. In alignment with that vision, NOCA will provide students with a content-rich education in the classical tradition and a clear understanding of actions and their consequences that will prepare them to become excellent, highly literate individuals and active, responsible members of their community prepared to articulate and uphold our Nation's founding principles.

Classical Education Success

NOCA will benefit significantly from collaboration with the Barney Charter School Initiative (BCSI). BCSI is a project of Hillsdale College and is devoted to supporting the launch of K-12 charter schools. Their goal is to assist schools that can provide a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. BCSI is NOT a charter management organization, but will provide the design of the educational program, assist in the marketing efforts for student and teacher recruitment, and offer staff professional development. BCSI has developed a curriculum that has shown success in addressing a wide variety of student needs. BCSI has collaborated with seventeen classical schools (with four additional schools opening in 2018) to provide such services. Fourteen of the seventeen campuses are performing exceptionally well as the **Chart 1: BCSI Schools** will indicate with most schools achieving grade A, the equivalent, or "Met Standards" academic performances.

Chart 1: BCSI Schools	Accountability Rating	Accountability Year	Enrollment in Acct. Year	Grades Offered	Overall Score
Northwest Arkansas Classical Academy 1302 Melissa Dr., Ste #100, Bentonville, AR 72712	A (K-8), A (9-12)	16-17	555	K-11	85.79 (K-8), 86.68 (9-12)
Founders Classical Academy of Mesquite 790 Windbell Cir, Mesquite, TX 75149	Met Standard	17-18	513	K-10	73
Founders Classical Academy of Leander 1303 Leander Dr., Leander, TX 78641	Met Standard	17-18	648	K-12	88
Founders Classical Academy of Lewisville 1010 Bellaire Blvd, Lewisville, TX 75067	Met Standard	17-18	906	K-12	90

Founders Classical Academy of Flower Mound 500 Parker Square Rd, Flower Mound, TX 75028	Met Standard	17-18	431	K-7	86
Mason Classical Academy 3073 Horseshoe Dr. S, Naples, FL 34104	A	17-18	852	K-12	85%
Pineapple Cove Classical Academy at Palm Bay 6162 NW Minton Rd, Palm Bay, FL 32907	A	17-18	602	K-8	66%
St Johns Classical Academy 114 Canova Rd, Fleming Island, FL 32003	C	17-18	350	K-8	45%
Founders Academy of Las Vegas 5730 W Alexander Rd, Las Vegas, NV 89130	2 star (K-5), 5 star (6-8), NA (9- 12)	16-17	570	K-12	28% (K-5), 87% (6- 8)
Seven Oaks Classical School 200 E Association St, Ellettsville, IN 47429	A	16-17	160	K-8	103.9
Atlanta Classical Academy 3260 Northside Dr. NW, Atlanta, GA 30305	C	16-17	592	K-10	75.5
Estancia Valley Classical Academy 132 Impala Court, Moriarty, NM 87035	A	17-18	490	K-12	83.14
Livingston Classical Academy 8877 Main St, Whitmore Lake, MI 48189	98.75	16-17	143	K-9	98.75

Curriculum - Model	6.3b	<p>2) Does the school plan to use the Ohio Model Curriculum?</p> <p><input checked="" type="checkbox"/> Yes, the school will utilize the Ohio Model Curriculum in all core and non-core content areas.</p> <p><input type="checkbox"/> No, the school will utilize the curriculum model described below.</p> <p>If “no” is marked, provide evidence of the school’s written curriculum including standards, assessments, differentiation strategies, etc. as an attachment (Attachment # _ Curriculum Model). Describe the research supporting the model.</p>
<p>Northwest Ohio Classical Academy (NOCA) will utilize the Core Knowledge as its written curriculum. Core Knowledge is aligned to the Ohio Model Curriculum in all core and non-core content areas. As its foundation, the curriculum will emphasize mastery of:</p>		

- Basic skills in reading, writing, and mathematics at the primary level
- Core subjects—English language and literature, history, geography, government, physical and biological science, mathematics
- Other classical areas of study—music and visual art
- World language-Latin and Spanish
- Character development
- Physical Education

The basis of these subjects from Kindergarten through 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States. See below for a framework of the model.

Elementary School										
	K	1	2	3	4	5	6	7	8	
Core Knowledge	Explicit Phonics, Grammar, Reading, and Writing									
	Literature									
	History / Geography									
	Science									
	Mathematics: Singapore Math Math courses according to ability level							Pre-Algebra		Algebra I
	Visual Arts									
	Music									
	Spanish			Spanish and Greek / Latin Roots			Latin A	Latin B	Latin C	
	Physical Education									

Attachment 7a_NOCA ScopeSequence and Attachment 7c_NOCA_Curriculum Alignment demonstrates how the Core Knowledge is aligned.

Figure 1_Core Knowledge Chart

The three predominant forms of curricula utilized to meet the Ohio Learning Standards is The Core Knowledge Sequence, Rigg’s Institute’s *The Writing & Spelling Road to Reading & Thinking*, and Singapore Math. All NOCA curricula and lessons have been aligned to the Ohio Model Curriculum, and Ohio Learning Standards (OLS). A full scope and sequence for grades K-8 in all core subjects have been completed and attached to the application.

NOCA will provide students with a complete education that will challenge them to excel both in learning and in character. The curriculum is characterized by a strong emphasis on language, content-richness in all subjects, a strong core curriculum, and a focus upon the historical, literary, and scientific traditions of the United States and of Western civilization at large.

The Core Knowledge Sequence is based upon E.D. Hirsch’s idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at NOCA. Cultural literacy will be the guiding principle. Topics which are especially important for cultural literacy are repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support most of the sequence. Additional support materials will be made available as well that are aligned to the OLS.

Grammar School, Grades K-6

Language

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student’s education, so the resources and methods deployed in each case must be consistent and excellent.

Literacy

Reading and spelling will be taught through an explicit phonics program. Research confirms that systematic synthetic phonics instruction is significantly more effective than other types of instruction. Explicit teaching of phonics will occur during a discrete part of the day. Students will be required to “sound out” words based upon the rules of phonics, not to guess at them. Spelling will be taught by applying phonetic rules. Grammar will be taught prescriptively, especially through diagramming. Vocabulary instruction will emphasize the knowledge of the origin and meaning of words. Students will study word origins, especially Latin and Greek roots. Students will use their dictionaries and read classic literature rich in language. Fairy tales, fables, and poetry will be read; famous lines and poems will be memorized. Teachers will constantly explain the meaning of words to students.

NOCA anticipates that a number of students entering the school will require remediation in reading, spelling, and particularly writing. Therefore, the school will provide a robust remedial literacy program for those students who are not at grade level for reading. The remedial program will lead with

phonics. These lessons will be conducted largely during times in the student's schedule that do not conflict with core courses and may be substituted for an elective or another non-core course as determined by the Principal. NOCA will use the Riggs Institute's The Writing & Spelling Road to Reading & Thinking, supplemented by training and materials from Access Literacy, to teach literacy and related skills.

Cultural Literacy

In addition to the ability to read, human beings must know the core elements of their cultural heritage to attain full literacy. NOCA will embrace the principle of cultural literacy, which refers to the fundamental articles of knowledge necessary to read, speak, and write in any field of inquiry and to communicate with fellow citizens.

Mathematics and Numeracy

NOCA's approach to numeracy mirrors its approach to reading, writing, and vocabulary—learning and memorizing the facts of math in all branches of mathematics. Students will learn the concepts behind numerical relations. For example, teachers will ask, "What is a fraction?" "What does it mean to multiply two threes? (2 X 3)" "What is a place value?" When students learn only the algorithm, they do not understand the mathematics behind the equation. NOCA will employ Singapore Math, a program that teaches math conceptually and focuses on mastery of essential math skills.

Latin and other World Language

The central position of language in the curriculum continues throughout the elementary and middle school grades. In grades 4 and 5, students will learn Latin and Greek roots of English words. In 6th grade, students begin learning formal Latin and will continue with Latin through 8th grade. Latin is introduced and taught alongside English so that students learn the structural underpinnings of their own language, expand their vocabulary, and improve their reading comprehension. NOCA may teach Spanish or French in the grammar school as an elective or as a required course. If the school offers a world language, the language will be taught predominantly by the immersion method; therefore, much of the course will be conducted in the language as taught by a native or near-native speaker.

Science

Although the classical school may appear to emphasize the humanities, the sciences are no less critical than the humanistic disciplines and will be an integral component of the education model. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers.

Arts

Fine Arts - Students at NOCA will also receive instruction in the fine arts. Studying music and the visual arts will inculcate a love of the beautiful and equip students with important core knowledge about their culture. In keeping with a classical education, NOCA will teach music and art through an intensive study of technique and the works of the masters – Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet.

Visual Arts - Students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression, and abstraction. Equally crucial to the acquisition of knowledge about art, will be the development of the artists themselves. Every student will receive instruction in drawing, painting, and sculpture.

Music - In music education, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges and instruments. All students will learn to sing in harmony and read music.

Civic Education

Civic education—teaching concerning the political order and the individual’s rights and responsibilities in that order—begins in the elementary school, as outlined in the Core Knowledge Sequence. Students will learn through American history the basic facts that led to the creation of the American republic and about subsequent efforts to maintain liberty and justice under the rule of law.

Character Development

Too often, expectations of students with respect to their behavior are considered distinct from a school’s curriculum. NOCA will inculcate good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students’ moral vocabulary and point them to the character traits necessary to live a good and happy life. This process will be implemented by introducing and promoting the Eight Pillars of Character (*citizenship, courage, courtesy, honesty, respect, responsibility*) and four classical virtues (*temperance, fortitude, justice, prudence*). NOCA will explain the virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues. In addition to cultivating a moral culture that will pervade the classrooms and the halls and thereby create an environment of “positive peer pressure,” the school will teach character through the curriculum. temperance, fortitude, justice, and prudence

Physical Education

NOCA will adopt the Ohio learning standards as the curriculum for physical education in the school and will comply with all standards as indicated by the National Standards for K-8 Physical Education by SHAPE America and ODE standards and benchmarks. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

Middle School, Grades 7-8

During middle school, NOCA will continue to implement the programs begun in grammar school, while going into greater depth. The students will have an increased capacity for logic in their thinking, speaking, and writing.

Literacy

Additional avenues may be used to immerse students in language, such as listening to books on tape. A remedial reading program will continue for students who are behind grade level. Further, even for students not needing remediation, emphasis on solid literacy (reading complex texts, spelling, grammar, writing, immersion in rich vocabulary) will continue. The teachers of all disciplines will emphasize correct speaking and writing, not just the English teachers.

Mathematics

Mathematics in the middle school will continue to build a deep understanding of mathematical concepts using the Singapore materials. Math classes will be all scheduled during the first period, allowing students to be grouped by ability, rather than by grade level. This process will allow NOCA to provide remediation as needed and also will allow those who can move at a quicker pace to do so. Pre-Algebra will be taught in seventh grade, and Algebra taught in 8th grade.

Cultural Literacy

Cultural literacy will remain a strong priority in NOCA's middle school as students are introduced to new topics and new books. Core Knowledge will remain the curriculum for the core and elective courses through the eighth grade. However, certain aspects of the Core Knowledge sequence in these grades may be altered or augmented, which follows best practices. For example, the literature part of the sequence may be enriched with more books, though the vast majority of literary works in the sequence will be read.

Latin

The study of Latin begun in the grammar school will continue in the middle school. The practice of changing classes in the middle school will allow different levels of Latin to be offered according to students' previous background or mastery of the material in the elementary school. The teaching of Latin will extend beyond the teaching of Latin and Greek roots and require instruction in Latin grammar and Latin-English, and English-Latin translation. Formal Latin in the middle school will be taught through a recognized Latin program such as Wheelock's Latin by a trained Latinist. Teachers will augment the text with more rigorous grammar.

The Arts

Students will continue to study art and music in the 6th and 7th grades, with an emphasis on art and music history. In addition, students may choose a band, choir, orchestra, or advanced art as electives starting in the 6th grade, dependent upon student interest. Students will study works of art from earlier periods such as the Renaissance, Impressionism, Post-impressionism, and the 20th century. They will be exposed to art from all over the world, but

the emphasis will be placed on tracing the development of art in Western culture. Those students enrolled in advanced art will participate in an annual art show. Students will study music from the Baroque, Classical, and Romantic periods. Students enrolled in performance groups will be expected to perform at least twice a year. Practice rooms will be made available during study halls and after school. Private lessons may be made available after school as well.

Civic Education

In the middle school, students in the eighth grade begin a more complete study of the Constitution of the United States per the Core Knowledge Sequence. Considerable attention will be devoted to the manner of citizen the Founders envisioned and consequently to the rights and responsibilities required for successful self-government.

Physical Education

As in the grammar school, the physical education program shall keep students active, fit, and healthy. It will be used as a time to reinforce the school's culture. Students will be encouraged to participate in group activities, try new sports and challenge themselves. NOCA's physical education standards will be aligned with state standards.

Moral Education

Just as the students' civic education will dwell on the principles of self-government, the prevailing theme for teaching good character will be that of individual self-government. The Principal and school leadership and staff will stress moral education for the middle school students to ensure proper discipline in the school and to teach the positive aspects of character. A discipline policy and code of conduct will be enforced.

For research on the curriculum model and curricula to support the model including Core Knowledge, Singapore Math, Riggs Institute, Science (Pearson's Science Explorers, Delta Science, and ScienceSaurus), and Physical Education, see pages 29-33.

Curriculum – Maps and Pacing Guides	6.3b	3) Provide a detailed description of the development process for curriculum maps and pacing guides used in your school.
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Northwest Ohio Classical Academy (NOCA) school leadership staff partners with the Barney Charter School Initiative (BCSI) for the educational model and scope and sequence. As part of BCSI's assistance to NOCA, BCSI along with Adkins and Company, a consulting company, has developed all initial K through 8 curriculum maps and alignment of the curriculum with Ohio Learning Standards to ensure the school is prepared for year one. This level of ongoing evaluation of curriculum maps and pacing guides will be completed annually by the School Accountability Committee (SAC) to ensure the school's curriculum is meeting the standards as required in Ohio. The SAC will consist of the Principal, Vice Principal, Dean of Students, Resource Teachers, Intervention Specialists, and Teacher-Based Teams.

Curriculum Maps

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. The major difference between curriculum maps and pacing guides is that curriculum maps are for implemented instruction -- of what will be taught during the current school year. Pacing guides, on the other hand, project what pace (how long on a concept) and when and how instruction will be adjusted.

Curriculum Maps/Pacing Guide Development Process

The curriculum mapping development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). The Core Knowledge framework is flexible and allows educators within the classroom to respond to student needs.

The curriculum mapping ensures students are provided curriculum and instruction that is individualized to their specific needs. Students, whether above or below grade level, will work with material at their individual level. Teachers will use instructional strategies such as The Socratic Method, Ability Groups, and Explicit and Systematic Phonics Instruction to ensure all students are engaged regardless of their instructional level. The school will employ Intervention Specialist and contract Speech Therapists, or other services as needed. These support personnel will make modifications to curriculum or provide support as necessary to ensure the school's curriculum and framework is accessible to all students. These modifications can include re-teaching and re-reading elements or focusing on select aspects of the text for phonics and fluency focus. Through the curriculum mapping process, the school will address specific subsets of needs and align Core Knowledge, RIGGS, Singapore Math and supplemental resources to ensure teacher success. Through the curriculum mapping process, the SAC will create pacing guide for all grade levels.

Pacing Guides

A pacing guide is the itinerary for teaching. With a teacher based team, a teacher decides what he/she is going to teach and when it is going to be taught. While the lessons and teaching style can be different, the standards, assessments and basic content are taught together. Using this process, the SAC can examine data and make decisions to increase student learning.

The pacing guide details when particular content standards should be taught and/or assessed. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress so that the school knows the content has been covered or not covered and can assess why students did well or performed poorly on a particular assessment. Examining the pacing guides within the data analysis meetings allows SAC to understand if an element was taught; allowing the team to identify intervention plans and strategies for those not meeting the standard versus the areas that have not been taught.

In contrast to curriculum maps, pacing guides are timelines for teachers that show what each teacher, at each grade level, should plan to cover over the course of a year. Each subject area follows a logical sequence within a grade level and between grade levels. Like the curriculum maps, pacing guides are also reviewed and discussed with every teacher at data analysis meeting twice a year to ensure the pacing is correct and accurate. The pacing guide used by the school is separated into multi-tiered levels that will allow clear and focused differentiation for all students in the school. Each tier of the pacing

guide is accompanied by resources that can be utilized to enhance the teaching of that particular subject. The pacing guides are tiered due to the varying ranges of academic proficiency within grade levels of students over the course of the year. Students who require Special Education, for example, may not be exposed to the same level of work and grade level standards within the instructional calendar year as other students. The reviews also determine if additional time should be given or if an item should be moved up or warrant additional time and depth for students. Resources are built into the maps to direct teachers to items that reflect best practice for the learning that is to take place. Supplemental resources are constantly added and developed by the SAC.

Data Analysis

The curriculum maps are reviewed to identify and address academic gaps, address redundancies, and/or misalignments to improve the academic achievement and the effectiveness of the curriculum or the programs used to instruct students. After the first assessment cycle of NWEA/Maps, teachers and SAC begin the process of ensuring pacing guides as developed, will ensure student learning is on track and make adjustments for the teacher or grade band if necessary. This process is reviewed twice per year with teachers as data is reviewed and analyzed for each grade level.

Beginning in the spring of each year, the SAC will begin to review and discuss the pacing guides and maps with teachers and make additional adjustments for the following school year and adjust to ensure gaps are found and addressed. The team reconvenes and reviews the draft for the upcoming year and matches the guides to state data received in June of that year to further determine gaps and or changes that are required. Curriculum Maps are created and finalized by August 1 of each school year.

Lesson Plan Templates

NOCA will follow all curriculum maps and pacing guides. Actual individual instruction is the responsibility of each teacher with the guidance and oversight of the school's Principal and SAC. Therefore, all model units and lesson plan templates will be prepared at the classroom level by the teaching faculty. The model allows for individualized instruction and differentiated lessons in implementing the curriculum based upon the needs of the students.

Change Approval and Change Process

The Core Knowledge Framework is provided by the Barney Charter School Initiative. RIGGS and Singapore Math are BCSI's recommended resources for phonics and math, respectively. These resources are all researched based. Supplemental resources are determined by the SAC who meets to decide upon any possible changes to curriculum based upon the data meetings that occur. To adopt any new supplemental curriculum, samples are obtained and content is compared to the Ohio Learning Standards. If necessary, lessons are taught using the recommended resources and a presentation of the final resources decided by SAC are presented to the Board of Directors. Any suggested changes to curriculum will be presented and approved at a Board of Directors meeting.

Scope and Sequence

Attachment 7a_NOCA Scope and Sequence provides the BCSI Scope and Sequence for each of the major subjects from Kindergarten through 8th grade.

Portions of this work are based on the Core Knowledge® Sequence, an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. The BCSI Scope and Sequence differ from the Core Knowledge Sequence in Literacy, Grammar, and Math, though changes are not limited to these subjects. In Literacy, the BCSI Scope and Sequence is based on the Riggs Institute's Writing and Spelling Road to Reading and Thinking as supplemented and modified by Access Literacy, LLC. In Grammar and Math, the BCSI Scope and sequence are based, respectively, on the Well-Ordered Language series and curriculum from Singapore Math. BCSI has provided a scope and sequence for Latin from grades 6-8.

The BCSI Scope and Sequence includes resource recommendations for teachers to pair with the listed subject matter. In Mathematics, Literature, Literacy, and Grammar, these resources are directly paired to the scope and sequence items, and fidelity to the curriculum requires that these resources be followed quite closely. In Science, History, Visual Arts, and Music, however, these resources should be viewed as aids to teaching the curriculum, but not as the curriculum itself. Teachers need not employ all of a given science textbook, for example, and fidelity to the curriculum requires that teachers of these subjects use discretion to teach each topic from the BCSI Scope and Sequence using the best available resources appropriate to students' grade level.

In skill-based subject areas (especially literacy and math), this guidance may need to be tailored for a student as it is expected that some students will be performing a year or more behind grade level in the BCSI Scope and Sequence in reading and math.

Grade to Grade Promotions

NOCA will utilize multiple points of data to determine if a student has met the minimum standards for grade promotions. In the event a student does not meet the minimum criteria, he/she will be provided with interventions including tutoring throughout the school year to improve the academic standing and be promoted to the next grade level. Promotion criteria will be communicated to parents during the enrollment process. NOCA will hold conferences to communicate the progress made by each student. After the first semester, if a student has demonstrated he/she may not reach minimum proficiency, the student will be placed on an individualized improvement plan that will be reviewed regularly by our RtI Leadership Team and reevaluated as necessary. Every attempt will be made to ensure the success of all students. Below is a sample of the grade-to-grade promotions criteria.

There are two components used as guidelines for promoting **kindergarten to first grade**:

- 1) Kindergarten students should achieve 90% mastery of the first 26 phonograms. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) The students should be able to read with fluency the letter sounds in nonsense words (See Nonsense Word Speed Drill), fluently read the words on List A (for evaluating the "Basic Code") and fluently read the List B (words taught in spelling in the first semester). Fluency is approximately one word per second. Give the students 60 words from the list, time them for a minute, and they should have 90% accuracy.

There are four components used as guidelines for promoting **first grade to second grade**:

- 1) First graders should achieve 70% mastery of the 71 phonograms. Again, they should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) First graders should be spelling at least at grade level using the Riggs Orthography Scale to be promoted to second grade.
- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component could be included. However, if the first three guidelines are met in classrooms using Core Knowledge, the comprehension piece will be in place.

There are four components used as guidelines for promoting **second grade to third grade**:

- 1) At the end of second grade, students should achieve 90% mastery of all 71 phonograms for promotion to third grade. They should be able to say all the sounds with automaticity (1 per second) when shown the letter and write the letter/or letter combinations when the sounds are given.
- 2) Second graders should be spelling at least at grade level using the Riggs Orthography Scale to be promoted to third grade.
- 3) They should also be able to read fluently the Spelling/Vocabulary List completed in April. Fluency is approximately one word per second. They can give the students 60 words from the list, time them for a minute and they should have 90% accuracy.
- 4) A reading comprehension component should be included during the second-grade year. We recommend using McCall/Crabbs Reading Comprehension Books. The books can be used throughout the year to track growth in reading comprehension. The student should be no more than six months below grade level. Schools can use other measures of reading comprehension.

For English Language Learner (ELL) students, the criteria and consequences above apply; however, it is the responsibility of the ELL teacher to justify exemptions. For students requiring Special Education, the criteria and consequences above apply; however, it is the responsibility of the Intervention Specialist to justify any exemption as it might apply to a student's Individual Education Plan.

**Curriculum – Lesson
Template**

6.3b

4) Explain what specific components are to be included in model lesson plan template and rationale.

Each lesson plan will include a section defining the Course/Class, Grade Level, Lesson Title, and Lesson Duration. The main section of the lesson template contains 1) Lesson Objective, 2) Opening Question, 3) Tasks/Activities, 4) Questions during Instruction, 5) Materials, and 6) Concluding the Lesson. These areas allow teachers the space to 1) reflect on and predict challenges that students have traditionally experienced in the content area, 2) prepare for diverse learning, 3) and plan for differentiation for all students including Students with Disabilities, English Language Learners, and Gifted/Talented.

Resident Educators (RE) and Resident Educator Mentors review the lesson plan template and assist RE's in developing lessons utilizing its concepts.

The rationale for writing such in-depth lesson plans is to ensure that instruction is rigorous, yet adaptable to the unique needs of each student, including learning style and level of academic readiness. Lessons that are well written, detailed, and thorough are easily shared with colleagues, providing for cooperation between content areas. Lesson plans are developed based on individual student needs which are derived from NWEA data, prior state assessment data, and transcripts for each student. Lessons are individualized based on where the student is performing within the curriculum.

Before completing the lesson plan, each teacher must consider a series of questions that will aid in instruction. They are as follows:

- What is your objective for this lesson, or what do you want children to achieve through this lesson?
- How are you going to introduce this lesson? Engage students with an attention-grabbing, the opening question that will eventually lead to the key idea or concept.
- What does research provide related to this lesson, either from the textbook or outside resources?
- What questions will you ask during the lesson?
- How will you engage students using a multisensory method for this lesson? (It is important that students do more than just sit during a lesson.)
- What materials are needed to support your questioning or for an activity to go with this lesson?
- Think ahead. What difficulties might children encounter with this lesson/activity? How can you support the areas of difficulty?
- What are your expected outcomes from this lesson?
- How will you know if you have accomplished what the objective of the lesson was, or how will students demonstrate knowledge of what has been taught?

Listed in **Attachment 7b_Lesson Template** is the document to be utilized in NOCA classrooms.

The lesson template helps to promote the acquisition and development of high-level critical thinking skills for our students. The template includes the following sections:

- Instructor Team
- Grade Department
- Standards
- Essential Understandings
- Pre-Assessment
- Post-Assessment
- Materials/Resources

Curriculum Alignment with	6.3b	5) Provide evidence of alignment of the school's curriculum model to the Ohio Learning Standards and the
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Ohio Learning Standards		mission, vision, and philosophy of the school.
<p>All curriculum for Northwest Ohio Classical Academy (NOCA) is aligned with the Ohio Learning Standards. All alignments have been completed for K-8 core classes of ELA, Math, Science, Social Studies as well as non-core areas of World Language, Visual Arts, Music, and Physical Education. The alignments are attached as document Attachment 7c_NOCA Curriculum Alignments. Each content statement has been matched with sections (units/chapters/pages) in the texts and/or resources used by the teachers and students that align with the particular standard. For those areas that need additional resources to align fully, notes were recorded in the documents in red and suggested texts and websites to cover the gaps were included.</p> <p>Alignment to the Mission, Vision, and Philosophy of the School</p> <p>The mission of Northwest Ohio Classical Academy is to develop the academic potential and personal character of each student through a rigorous, content-rich classical curriculum in the liberal arts and sciences with the intent of producing thoughtful leaders and virtuous citizens. The vision of the school is “To have a citizenry worthy of the legacy of our country’s founders and the continuation of our American experiment, through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty.”</p> <p>The philosophy of NOCA is that students should be stewards of the “Western Tradition” and the pillars of a free society. NOCA believes that the diffusion of learning is essential to the perpetuity of this tradition. The school seeks to provide an education that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. To support the philosophy, NOCA will employ the ideas and principles in the original texts that have both intrinsic worth and beauty and are worthy of study and contemplation including utilizing the founding documents of America and in the literary and scientific education of the founders themselves.</p> <p>The classical education model and curriculum to be utilized support the mission, vision, and philosophy narrative. The curriculum utilizes great books and other resources specially designed to engage the student in the ideas and principles of America’s founding. Classical education upholds a standard of excellence. NOCA’s high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At NOCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition.</p> <p>NOCA will utilize The Core Knowledge Sequence, Rigg’s Institute, and Singapore Math as the predominant curriculum. The Core Knowledge Sequence includes history, geography, literature, visual arts, music, and science, which are all to be develop well rounded and civic minded students. The program engages in cultural literacy, which supports the mission’s goal to produce thoughtful, knowledgeable leaders who are capable of communicating succeeding well within any chosen profession.</p> <p>To fully develop the academic potential of all students in order to produce thoughtful leaders, literacy will be a strong component of the program, and a remedial literacy program will be available to all students who are performing behind grade level. To better understand the language of the classics or any</p>		

reading material crucial to developing a broad understanding of truth, justice, virtue, and knowledge, NOCA will offer Latin. To complete a classical education where a well-rounded liberal arts education is sought, math, numeracy, and science will be taught. In support of the vision of NOCA, the works of the great scientists will be studied who pondered great questions only to uncover many of the discoveries enjoyed today. To push the importance of providing thought providing students, the students will learn the concepts behind numerical relations as well as the algorithm.

To develop a well-rounded citizen, every student will receive art and music education. The civic education will teach American history; a pivotal component of educating students who are studying the founding of the country and the founders. To understand the modern interpretations of justice and the rule of law, the Core Knowledge Sequences includes civics. The mission and vision seek to create virtuous students and character development, and moral education will be an important component of the education model.

Additionally, NOCA will implement a discipline policy that helps to develop a moral culture that leads to great citizenship. To support the philosophy that students should be “stewards of the ‘Western Tradition’ and the pillars of a free society,” the importance of debate and defending one’s opinion through the art of augmentation will be taught in the upper middle school grades. Finally, as an extension of helping to create a healthy and active mind, NOCA will provide physical education at every grade level to produce healthy bodies.

Curriculum Literacy Skills. The research for ability groupings can be found on page 24. NOCA will create ability groups primarily in math and reading. In math, NOCA will typically organize the grades K-6 schedules around a common math block that allows students to move up/down as necessary, though the movement downward typically needs to be limited to a single grade (so that students do not to fall too far behind). Reading practice is also tailored to the individual skill of each student. Reading ability is typically measured using specific tests, and these same tools can be used for practicing. For more regular practice, students at a particular reading level will be placed in groups and given material that is near their ability. These reading groups will practice reading for 15-30 minutes on a regular basis. Ability grouping in other areas will be treated on an ad hoc basis. The expectation is that teachers will provide additional materials to students who need to be challenged and provide additional supports to students who need it.

Additionally, the NOCA literacy program be implemented in grades K-3 for the life of the school. To enhance literacy, students begin reading entire novels like *Black Beauty* and *Farmer Boy* in 3rd grade, and this pattern continues throughout the education model. Students begin learning and memorizing poetry in Kindergarten. Historical speeches and short stories will highlight the variety of media but NOT mere excerpts. NOCA will utilize primary sources in history, which require students to read and interpret all different kinds of writing. Composition is a key focus in all grades and is drawn from the curriculum so that students are writing about the concepts that they are reading. Finally, reading and translating will occur in later grades in Latin, which will lend itself to better reading comprehension of English.

Curriculum Future Success. NOCA’s emphasis on reading, writing, and speaking has significant implications for students’ future success.

Reading. The curriculum places a significant focus on reading, including entire works of literature, and there are high expectations for growth in proficiency. The school’s use of primary sources in history builds several important skills in students that will help produce future success no matter the

career aspiration. These skills include comprehension of difficult language or unfamiliar forms (legal documents, letters, diaries, newspaper articles, etc.), extrapolating from a limited set of information, and using limited information from various sources to build an overall understanding of an event, person, or idea.


Writing. NOCA's curriculum places a significant emphasis on the written word and written communication. Instruction beyond phonics and basic literacy begins with explicit grammar instruction and moves through advanced composition. A crowning achievement in composition is the senior thesis once high school grades are added to the school, and this project will help prepare students for college-level writing. Latin is also an important because it improves a student's grasp of language, English grammar, and the meaning of English words. Studies show that students who learn Latin tend to score higher on college entrance exams that will help with the college admissions preparations.

(<http://www.bolchazy.com/Assets/Bolchazy/extras/LatinAdvantageandSATscores.pdf>)

Speaking: The NOCA academic program encourages the use of Socratic seminars, especially in upper-level courses in literature and history as well as economics, politics, and philosophy. These seminars draw students into discussion and argument while working towards the best answer. They are, in a significant way, training for work in a collaborative environment. The curriculum also includes regular recitation of poetry, which generally begins in the earliest grades. The recitations will help students become comfortable addressing a crowd, which prepares students for college presentations as well as varied professional work environments.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology?* With strong evidence and great detail, each of the following items should be addressed.

 Instructional Delivery Methods	6.3c	1) Explain in detail the primary instructional delivery methods, strategies, and/or techniques (i.e., high yield instructional practices, project based learning, computer-based, etc.) that will be used to provide daily instruction in your school.
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Northwest Ohio Classical Academy (NOCA) seeks to provide a content-rich curriculum that uses instructional approaches with proven track records of success. At NOCA the instructional delivery methods, strategies, and/or techniques will depend on grade level, but philosophically are consistent throughout. Central to traditional educational philosophy is the authority of the teacher in the classroom as both the vessel of knowledge and the primary agent for forming the student's character. As such, the teacher plays an active and direct role in the instruction of the academic lessons and the teaching of virtues. In the lower grades, instruction will focus on the explicit teaching of the basic principles and rules of reading, writing, grammar, speaking, and math. Beginning in kindergarten, students will be taught in the Socratic Method to encourage intelligent, logical, and independent thinking. To produce students who communicate effectively, are virtuous, possess cultural literacy, and are active and productive members of American society, well-researched instructional methods that support mastery of State Standards are as follows.

1. **Explicit and Systematic Phonics Instruction** - Through the direct teaching of letter-sound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Studies show that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.¹
2. **Explicit English Grammar Instruction** - Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language, and its structure, their ability to easily and fluently express more complex thoughts becomes evident. The results of a study indicated the outperformance of the participants in the explicit group over the performance of the participants in the implicit group in both productive and receptive modes.² Another study indicated that explicit

¹ National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development. <http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)

² <https://www.sciencedirect.com/science/article/pii/S1877042813000529#bib0030> (accessed 5 September 2018)

instruction was more effective for both simple and complex language features. In addition, explicit instruction led to both greater explicit and implicit knowledge. Finally, explicit instruction was also more effective in the long term (as measured by delayed post-tests).³

3. **Ability Groupings** - Instructional supports and strategies are most effective through the use of flexible ability groupings in the core subjects of Reading, Writing and Math. To best differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow NOCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into ability groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students. “According to a 2010 meta-analysis by Kelly Puzio and Glenn Colby, students who were grouped by ability within a class for reading were able to make up to an additional “half of a year’s growth in reading.” Similarly, a 2013 National Bureau of Economic Research study of students who were grouped by ability found that the performance of both high and low performing students significantly improved in math and reading, demonstrating the universal utility of this tool, particularly as our classrooms become more academically diverse.”⁴
4. **Utilization of Primary Source Documents** - Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them. Per the Library of Congress, “Primary sources provide a window into the past—unfiltered access to the record of artistic, social, scientific and political thought and achievement during the specific period under study, produced by people who lived during that period. Bringing young people into close contact with these unique, often profoundly personal, documents and objects can give them a very real sense of what it was like to be alive during a long-past era.”⁵ The Library of Congress further stated that primary source documents, “Engage students, develop critical thinking skills, and construct knowledge.”⁶
5. **Teaching of Study Skills** - Time management, organizing, memory techniques, notetaking, and outlining will be emphasized throughout NOCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative

³ Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308.

<http://www.anthonyspada.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)

⁴ Olszewski-Kubiliu, Paula. Setting the Record Straight on Ability Grouping. *Education Week Teacher* (May 20, 2013) https://www.edweek.org/tm/articles/2013/05/20/fp_olszewski.html (accessed 5 September 2018)

⁵ <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)

⁶ Ibid

for the promotion of a strong work ethic. A recent study confirmed that “while many study skills are important for middle school students to know and apply to their academics, those that involve higher order thinking skills or a deeper level of processing are most beneficial to students.”⁷ Two studies show that “Academic success is foundationally correlated with the acquisition and application of study skills, across a myriad of academic content areas, and for a variety of learners.”⁸ Additionally, “research confirms that improved study skills correlate to a higher GPA for learners of both genders, across a diverse spectrum of socioeconomic levels and within a variety of academic fields.”⁹

6. **The Socratic Method** - The use of direct, intentional questions to guide students’ understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses. Instructional practices will include:

- lecture/direct instruction/dictation
- modeling/demonstration
- reading aloud
- singing/chanting/rhymes,
- drilling small bits of information
- flashcards

Students will be required to “sound out” words based upon the rules of phonics. With explicit grammar instruction and the use of tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. “The Socratic method primarily address aspects of the development of skill in critical thinking that do not come from learning types of logical fallacies or the heuristics for evaluating arguments and solving problems. It comes from a socially communicated inspiration to thirst for understanding and to experience the hard work involved in creating understanding as a joyful and satisfying journey.”¹⁰ According to TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers, “One of the biggest reasons for the Socratic Method's popularity is that it encourages and rewards higher-order thinking skills like evaluating, analyzing, and applying. These mindsets help students learn independently and develop them into lifelong learners. But it's not only about sharing ideas. It's about honing listening skills -- deep listening. Students begin to love learning because it comes from themselves and peers. Students develop an understanding of the difference between arguing and discussing: The former is emotional; the latter while still impassioned, is respectful.”¹¹

⁷ Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)

⁸ Awang, M. G., & Sinnadurai, S. K. (2011a). A study on the development of strategic tools in study orientation skills towards achieving academic excellence. *Journal of Language Teaching & Research*, 2(1), 60-67. doi:10.4304/jltr.2.1.60-67 Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)

⁹ Al-Hilawani, Y. (2016a). Metacognition in real life situations and study skills and habits: Two types of processes. *International Journal of Progressive Education*, 12(1), 73-89. Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed 5 September 2018)

¹⁰ Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)

¹¹ Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

Materials and Resources

The materials utilized to support instruction will depend on grade level. At the K-6 grade levels, the textbooks used will be those recommended by the specific teaching programs such as Riggs, Singapore Math, and Core Knowledge. There will be an emphasis on teaching good character development as students progress by reading complete books, stories, and tales that illustrate moral virtues such as, but not limited to, courage, care, truthfulness, beauty, and kindness. At the upper-grade levels, original source documents will be used rather than a synopsis of such documents. NOCA will provide a computer skills class at the lower grades to ensure students have the proper skills to take required on-line state-mandated tests. NOCA will use technology effectively but without diminishing the faculty leadership that is crucial to academic achievement. Faculty will be provided with laptops, have overhead projectors, whiteboards, and other technological devices available to be used at teachers' discretion. Listed below are the main curriculum materials and publishers utilized. The full scope and sequence and curriculum map with all resources utilized is enclosed herein.

ELA (Core curriculum and sample books/novels)

Core Knowledge Foundation curriculum

Writing and Spelling Road to Reading and Thinking, the Riggs Institute

Riggs Institute manipulatives (wall charts, a box of Phonogram Cards, *The ABC's and All Their Tricks*)

Access Literacy

Primary Phonics by Barbara Makar

Stevenson's Supplemental Readers 1-20

- Texts for reading practice at increasing levels of difficulty (ex. *Go Dog Go*, *Mrs. Brice's Mice*, *Owls Home*, *Frog & Toad* books, etc.)

- *Test Lessons in Primary Reading*, McCall-Harby

American Tall Tales

- *The House at Pooh Corner*, A.A. Milne

- *Pinocchio*, Carlo Collodi

- *Standard Test Lessons in Reading*, McCall-Crabbs

- *My English Orthography Notebook*, Access Literacy

Audio resources for *Well-Ordered Language*, Level 1A, Coupland, and Peters

- *The Adventures of Tom Sawyer*, Norton Critical Edition

- *Comedy of Errors* DVD, Globe Theatre Production

English from the Roots Up, Volume I, Joegil Lundquist and *English from the Roots Up*, Volume II, Joegil Lundquist

Macbeth DVD, Royal Shakespeare Company 1979 Production

- *Metamorphoses*, Ovid (Mendelbaum Translation) and *Classic Myths to Read Aloud*, William F. Russell

Select classic novels

Get Smart: Grammar through Sentence Diagramming, Elizabeth O'Brien

- Sentence Diagramming Reference Manual: How to Diagram Anything, Elizabeth O'Brien
- Sentence Diagramming Exercises: An Introduction to Sentence Diagramming, Elizabeth O'Brien
- Elements of Style, Strunk & White

Math

Singapore Math

A First Course in Algebra, Arthur W. Weeks and Jackson B. Adkins (Chapters 1-14) (Eight Grade)

Science

- Core Knowledge Sequence
- Pearson's Science Explorer series
- Read-aloud Resources (various titles, i.e., *A Man for All Seasons: The Life of George Washington Carver*, Stephen Krensky)
- ScienceSaurus*, Houghton Mifflin Harcourt
- DeltaScience ContentReaders series

History (core curriculum and sample books/novels)

- Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks including:
 - *Kids' World Atlas: A Young Person's Guide to the Globe* (Picture Window Books World Atlases), Karen Foster
 - *A History of the United States and Its People*, Edward Eggleston
 - *North American Indians*, Marie and Douglas Gasline
 - *Christopher Columbus*, Ingri and Edgar Parin D'Aulaire
 - *Christopher Columbus: Explorer* (Spirit of America, Our People series), Judy Adler
 - *The Thanksgiving Story*, Alice Dalgliesh
 - *The Fourth of July Story*, Alice Dalgliesh
 - *George Washington*, Cheryl Harness
 - *A Picture Book of Thomas Jefferson*, David Adler
 - *Abraham Lincoln*, Amy L. Cohn, and Suzy Schmidt
 - *You're on Your Way, Teddy Roosevelt*, Judith St. George
 - *Rushmore: Monument for the Ages*, Lynn Curlee
 - *The Story of the Statue of Liberty*, Betsy and Giulio Maestro
 - *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
 - *The Golden Days of Greece*, Olivia Coolidge

Art

- Art Resources, Core Knowledge Foundation
 - Text Resources, Core Knowledge Foundation
 - DK Eyewitness resources
 - Getting to Know the World's Greatest Artists, series by Mike Venezia
- Various trade books with large prints of the art listed in the CK Sequence

Music

- The Core Knowledge Music Collection, Preschool and Kindergarten Music CD Set
- Text Resources for Kindergarten, Core Knowledge Foundation

Latin

- Wheelock's Latin, 7th ed., Frederic M. Wheelock and Richard A. LaFleur
- Supplementary Resources:
- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
 - Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, 5th ed., Anne Groton and James May
 - Classical Mythology & More: A Reader Workbook, Marianthe Colakis and Mary Joan Masello
 - To Be a Roman: Topics in Roman Culture, Margaret Brucia and Gregory Daugherty
 - Lingua Latina per se Illustrata, Pars I: Familia Romana, Hans H. Ørberg
 - Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual, Hans Ørberg

Physical Education

Available resources for Physical Education includes, but is not limited to:

- Track and field materials
- Jump Ropes
- Basketballs
- Volleyballs
- Baseballs
- Footballs
- Flag Football belts with flags
- Soccer Balls
- Kick Balls
- Dodge Balls

- Cones
- Floor Paint for Stations & Fitness Activities
- Basketball Hoops
- CD Player
- CD (dance lessons & fitness activities)
- Whistle
- Stop Watches
- Gymnasium

Technology

The technology at the school will meet or exceed the minimum requirements for teaching and administration.

Curriculum

Core Knowledge

The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. Core Knowledge provides both lesson plans and an overview of topics for each grade level in the areas of Language Arts, History and Geography, Visual Arts, Music, Mathematics, and Science. The Sequence guides teachers in what instructional resources are necessary to be purchased to deliver the curriculum fully.

Core Knowledge Research

- McGinty, Anita S. The Research Foundation for Core Knowledge Language Arts (CKLA) <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf> (2016)
- Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1791> (July 2016)
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- White, T. G., Grissmer, D. W., Altenhofen, S., & Larson, J. (2013, September). Lessons Learned in Conducting a Lottery-Based Study of Core Knowledge Charter Schools. Poster presented at the Society for Research on Educational Effectiveness (SREE) conference, Washington, DC, USA. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Altenhofen, S., Berends, M., & White, T. G. (*in preparation*). Parents Who Apply to Charter Schools: Pre-Lottery Influences on School

Choice. <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>

- Murrah, W. M., Grissmer, D. W., Ko, H., Player, D., & Cabell, S. (*in preparation*). Early Achievement Impacts of Core Knowledge Charter Schools on Early Comprehension and General Knowledge through 1st grade.
- O'Brien, R., Player, D., & Grissmer, D. W. (*in preparation*). Seeking Valid Cost Effectiveness Comparisons Between Core Knowledge Charter and Public Schools: Can Substantial Methodological and Data Access Issues be Addressed? <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/growth-student-achievement-public-and-charter-schools>
- Core Knowledge Language Arts Pilot Study <https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf>
- Evaluation of the Core Knowledge Preschool Program in Arkansas (November 2005)
- An Analysis of Academic Progress of Children Participating in the Core Knowledge Preschool Program in Baltimore County Head Start Centers (August 2005)
- How Do We Know This Works? An Overview of Research on Core Knowledge (January 2004)
- Core Knowledge Curriculum and School Performance: A National Study (September 2004)
- Walberg study: The Effects of Core Knowledge on State Test Achievement in North Carolina (April 2004)
- Walberg study: The Effects of Core Knowledge School Factors on State Test Achievement in North Carolina (March 2004)
- Study Finds Core Knowledge and Creativity Not Mutually Exclusive (January 2004)
- Core Knowledge Curriculum: Five-Year Analysis of Implementation and Effects in Five Maryland Schools (December 2000)
- In Oklahoma City, a Rigorous Scientific Study Shows the Positive Equity Effects of Core Knowledge (May 2000)

Rigg's Institute

The Riggs Institute's The Writing and Spelling Road to Reading and Thinking is a multi-sensory, brain-based approach for teaching phonics, spelling, reading, handwriting, and grammar. The Riggs program is closely related to the Orton-Gillingham and Spalding Methods, and practitioners of these will quickly recognize the basics of the Riggs program. The Riggs program teaches the 71 letter-sound (phonogram) combinations used in the English language, beginning with the easiest sight-to-sound correspondences, and working towards those that are most complex. Syllabication is critical to a proper understanding of letter-sound relationships, therefore the Riggs program teaches syllabication from the beginning of kindergarten. Students learn phonograms and implementation of these into a potent spelling and vocabulary regimen. As students grasp the basics of English literacy, the program lays a foundation in basic grammar and composition. Students instructed in Riggs learn syllabication, oral vocabulary, comprehension, handwriting, and cursive handwriting. Students also develop the skills necessary for composition, such as spelling, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. Riggs also employs direct and Socratic teaching techniques to integrate grammar and syntax, and creative and organized composition. Finally, Riggs uses a comprehensive approach to language arts, teaching vocabulary through roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms, and graphic organizers. In the upper elementary grades, students will learn prescriptive grammar and will diagram sentences to have a visual guide to the rules of language. Study of the Greek and Latin origin and roots of words will aid in developing student's vocabulary. Also, students will use their dictionaries extensively, and the correct meaning of new words will be constantly

emphasized.

Riggs Research

Riggs began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Riggs is an “explicit” phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers*, 1985.

<http://www.riggsinst.org/BrainPower.aspx>

Becoming a Nation of Readers: The Report of the Commission on Reading. <https://eric.ed.gov/?id=ED253865>

Singapore Mathematics

NOCA’s approach to numeracy mirrors its approach to reading, writing, and vocabulary—learning and memorizing the facts of math in all branches of mathematics. For grades K-7, math will be taught using the U.S. edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Singapore Math uses a combination of detailed instruction, problem-solving, and visual and hands-on aids that ensure students master material before moving on to new topics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they’re ready is not an option so that the program will be employed at each student’s ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to offering simply definitions and formulas. Professional development accompanies Singapore programs; therefore, teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem-solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly. It has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, “Singapore Math: Simple or Complex?” *Educational Leadership* 65:3, November 2007).

Singapore Math Research

Singapore is the world leader in mathematics achievement, according to at least two major longitudinal studies. Per the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in both 4th and 8th grades in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The

Programme for International Student Assessment (PISA), a triennial international survey that evaluates OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015. Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore.

- [Study Shows a “Singapore Math” Curriculum Can Improve Student Problem Solving Skills](https://www.empiricaeducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/) <https://www.empiricaeducation.com/blog/study-shows-a-singapore-math-curriculum-can-improve-student-problem-solving-skills/> (2011-2012)
- <https://www.the74million.org/article/6-reasons-why-singapore-math-might-just-be-the-better-way/>
- https://www.singaporemath.com/TIMMS_s/10.htm Sticht, Thomas G., C. H. Hofstetter, and C. R. Hofstetter, Knowledge, Literacy and Life in San Diego. San Diego Consortium for Workforce Education and Lifelong Learning, 1995. Sticht, Thomas G., C. Richard Hofstetter, Carolyn H. Hofstetter. Knowledge, Literacy, and Power. San Diego Consortium for Workforce Education & Lifelong Learning, March, 1997. Stevenson, H, C. Chuansheng, and L. Shin-Ling, “Mathematics Achievement of Chinese, Japanese and American Children: Ten Years Later,” Science 259 (January 1, 1993): 51-58. John Hoven and Barry Garelick, “Singapore Math: Simple or Complex?” Educational Leadership 65:3, November 2007.

Science

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. Pearson’s Science Explorer series, Read-aloud Resources, DeltaScience ContentReaders Series by Delta Education, and ScienceSaurus by Houghton Mifflin Harcourt will be used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. FOSS is a research-based K-8 curriculum dedicated to improving the learning and teaching of science that is guided by advances in the understanding of how children think and learn. Science will be taught with an emphasis on scientific facts and the inquiry-based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing, and comparing predictions to observations.

Science Research


Pearson’s Science Explorer <https://www.pearsonschool.com/index.cfm?locator=PS32J7>

Delta Science Content Readers <https://www.deltaeducation.com/foss/results-testimonials/> <https://www.deltaeducation.com/foss/results-testimonials/case-studies>

ScienceSaurus, Houghton Mifflin Harcourt. <https://www.hmhco.com/search?term=Sciencesaurus>.

Physical Education

NOCA will adopt the Ohio Learning Standards and all standards as indicated by the National Standards for K-8 Physical Education by SHAPE America and ODE standards and benchmarks.

Physical Education Research		
http://education.ohio.gov/Topics/Learning-in-Ohio/Physical-Education www.shapeamerica.org		
 Instructional Delivery Methods	6.3c	<p>2) Is the school using a blended learning instructional model, as defined in section 3301.079 of the Revised Code? If yes, check box. <input type="checkbox"/></p> <p>Blended Learning Requirements- Please provide ALL of the following:</p> <ul style="list-style-type: none"> a. An indication of what blended learning model or models will be used; b. A description of how student instructional needs will be determined and documented; c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level; d. The school's attendance requirements, including how the school will document participation in learning opportunities; e. A statement describing how student progress will be monitored; f. A statement describing how student progress will be monitored; g. A statement describing how private student data will be protected; h. A description of the professional development activities that will be offered to teachers.
<p>Click here to enter text.</p> <p>N/A. NOCA will not use a blended learning model.</p>		
	6.3c	<p>3) Provide evidence of the research base practices per ESSA for these delivery methods, strategies, and/or techniques including impact on population served.</p> <p>(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—</p> <ul style="list-style-type: none"> (I) strong evidence from at least 1 well-designed and well- implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

		<p>(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and</p> <p>(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention. “</p>
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Classical Education Model Research Base

Classical education is time proven with a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was enlivened in the Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation’s founding, classical education was thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. Plutarch’s *Lives of the Noble Greeks and Romans* was often recommended by men like Jefferson and Franklin, and Hamilton seems to have given it special attention during his military encampment at Valley Forge. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Such a long tradition of education continues to be relevant today.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through the sequential development of an individual’s cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists’ (e.g., Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop an internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose of education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligence. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators’ role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

Classical education is more than simply a pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This process is important to understand because language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can relax; faced with the written page, the mind is required to work. A classical education, then, has two important aspects. It is language-focused, and it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.

Instructional Strategies Research Base

1. Explicit and Systematic Phonics Instruction
 - a. K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, "A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant," *Journal Of Educational Psychology*, 100(1), 2008: 123-134.
 - b. National Reading Panel. (April, 2000). Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. National Institute of Child Health and Human Development. <http://www.readingrockets.org/article/phonics-instruction> (accessed 5 September 2018)
2. Explicit English Grammar Instruction
 - a. The Effect of Implicit and Explicit Grammar Instruction on Learners' Achievements in Receptive and Productive Modes <https://www.sciencedirect.com/science/article/pii/S1877042813000529#bbib0030> (accessed 5 September 2018)
 - b. Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)
3. Ability Groupings - Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, 60(2), 263-308. <http://www.anthonyteacher.com/blog/researchbites/research-bites-explicit-vs-implicit-grammar-instruction> (accessed 5 September 2018)
4. Utilization of Primary Source Documents. - Library of Congress. <http://www.loc.gov/teachers/usingprimarysources/whyuse.html> (accessed 5 September 2018)
5. Teaching of Study Skills.
 - a. Thorpe, Christin. Promoting Academic Achievement in the Middle School Classroom: Integrating Effective Study Skills Instruction (Summer 2010) <https://files.eric.ed.gov/fulltext/ED510601.pdf> (accessed September 2018)
 - b. Awang, M. G., & Sinnadurai, S. K. (2011a). A study on the development of strategic tools in study orientation skills towards achieving academic excellence. *Journal of Language Teaching & Research*, 2(1), 60-67. doi:10.4304/jltr.2.1.60-67 Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
 - c. Al-Hilawani, Y. (2016a). Metacognition in real life situations and study skills and habits: Two types of processes. *International Journal of Progressive Education*, 12(1), 73-89. Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018) Study Skills – Learning Rx. <http://download.learningrx.com/study-skills-research-review-white-paper.pdf> (accessed September 2018)
6. Socratic Method
 - a. Maxwell, Max. Introduction to the Socratic Method and its Effect on Critical Thinking. <http://www.socraticmethod.net/> (accessed 5 September 2018)
 - b. Murray, Jacqui. TeachHub.com: K-12 News, Lessons & Shared Resources By Teachers, For Teachers <http://www.teachhub.com/teaching-strategies-about-socratic-method>

ESSA Guidelines

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well- implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or


(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

1. Explicit and Systematic Phonics Instruction research demonstrates **(I) strong evidence from at least 1 well-designed and well- implemented experimental study** as several studies are noted.
2. Explicit English Grammar Instruction demonstrates **(I) strong evidence from at least 1 well-designed and well- implemented experimental study** as several studies are noted.
3. Ability Groupings demonstrates **(I) strong evidence from at least 1 well-designed and well- implemented experimental study** as several studies are noted.
4. Utilization of Primary Source Documents **demonstrates ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention**
5. Teaching of Study Skills demonstrates **(I) strong evidence from at least 1 well-designed and well- implemented experimental study;**
6. Socratic Method demonstrates **(I) strong evidence from at least 1 well-designed and well- implemented experimental study;**

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

 Continuous Improvement	6.3d	<p>1) How will the school develop, monitor, and evaluate the school improvement plan using the Ohio 5-step process?</p> <p>Northwest Ohio Classical Academy (NOCA) will implement the Ohio 5 Step Improvement Process. Ohio's 5-Step Process includes the following:</p> <ul style="list-style-type: none"> • Step 1: Collect Evidence of Student Learning • Step 2: Analyze Assessment Results • Step 3: Plan for Instruction • Step 4: Implement with Fidelity • Step 5: Re-assess and Evaluate Effectiveness <p>The action plans below correlate with the 5 step process.</p> <p>Step 1: Teacher Based Teams (TBTs) will meet every week to discuss data and share ideas.</p> <p>Step 2: The TBTs process is evaluated each month by the School Accountability Committee (SAC), which consist of the Principal, Vice Principal, Dean of Students, Resource Teachers, Intervention Specialists and Teacher-Based Teams. As necessary, members of the Board Education Committee may be included. Feedback is given to all TBTs, and data is analyzed for growth purposes. Additionally, the Principal and Dean of Students will meet with teachers to discuss assessment results and growth of Tier 2 and Tier 3 students. This data is the basis of any coaching and professional development provided to teachers throughout the remainder of the schedule.</p> <p>Step 3: The TBTs process is then reviewed by the Principal and Dean of Student Learning in efforts to ensure where additional training is needed.</p> <p>Step 4: The instruction plan is implemented during the first year. After the first year, the plan will include any data-based adjustments, if needed. Step 4 and 5: The SAC will meet each week to discuss the OIP and pertinent policies and procedures throughout the building. The SAC will discuss the information collected from the 5 Step Process forms to provide advice and feedback for the TBTs.</p> <p>Step 5: The SAC meets each summer to review teacher progress to determine what professional development would be beneficial.</p> <p>Data is consistently reviewed. Adjustments are made by the following staff and during the following timelines:</p> <ol style="list-style-type: none"> a. NWEA Assessment data will be reviewed by teachers after each testing session (Fall, October; Spring, April). State assessment data will be reviewed in August prior to the start of school. Additional progress monitoring tools contained in the curriculum will be given to students on a
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regular basis to progress monitor where students are in a particular subject as well as drive instruction. These assessments will be reviewed by Dean of Student Learning every six weeks.

- b. Curriculum maps and pacing guides will be reviewed by the SAC and a representative from Barney Charter School Initiative, when needed. This process will occur in April. The results of the review will be shared with the Board in May.

The SAC will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources utilized by the school. Technology will be reviewed as well to determine the needs of the school for updating or adding new technology in specific grades or certain subjects and for what intended purpose the technology is serving.


Data will be reviewed to determine specific areas where additional curriculum and/or resources need to be added to prevent gaps in learning and maintain student growth. Training will also be reviewed to determine the level of implementation of current resources to ensure teachers are capable of implementing the curriculum and matching to specific standards. Professional Development will, therefore, be reviewed to determine current and future needs for each subject, grade or individual teachers. TBTs will evaluate the effectiveness of the previous meeting and the work of the team at the conclusion of each meeting based on the 5 Step Process. The SAC will review TBTs meetings notes on a monthly basis.

The SAC is involved in the continuous improvement cycle to monitor progress and determine any warranted adjustments to the curriculum and programming. The first stage of the continuous improvement plan is the decision framework. In this stage, the BLT reviews data to identify critical needs of the school. This process allows the team to make informed decisions of where to spend time/energy and resources to make improvements in student performance. Stage 2 is the development of a Data Plan. This includes goals for Reading, Math and school culture. The team is required to identify adult and student implementation, timelines, action steps and strategies for achieving the goal. During stage 3 and 4, the plan is implemented and monitored throughout the school year.


The result of the tests, analysis, feedback, and implementation plans occur more often than once a year. The NWEA results are analyzed and discussed after testing occurs which are twice a year, and the adjustment process occurs immediately. The TBTs meet and discuss data monthly with appropriate changes occurring. At each monthly Board meeting, data is discussed, and the Principal presents to the Board a review of the OIP process. Any adjustments to the program or course corrections occur after Board input. The decisions made based upon the data and Board input will inform changes made to classroom practices including a written school improvement plan. Because the TBTs meet monthly and the BLT meet to discuss the results of the TBT collected data, the development of the Data Plan occurs throughout the school year and not just annually. After any new plan is implemented, it is monitored regularly throughout the year. Changes can occur in real time due to the continuous nature of the assessment collection and analysis. Information is also made available to parents during parental meetings and conferences. Additional information is disseminated to parents and the broader community through written communication, the school website, and Board meetings.

NOCA will evaluate prior school data of students to identify the most pressing needs based upon probable causes as a starting point in development and implementation of the OIP. The Teacher-Based Team 5-Step Process Meeting Agenda and Minutes Templates are tools that assist teachers in analyzing student data and creating action plans for improved results. The team reviews the building plan to ensure the work of the team is leading toward attainment of the goals, strategies, and indicators described in the plan.



Professional Development is an important component to the continuous improvement cycle. Professional Development will occur for two weeks before the opening of school and during the school year. Five times per year, there is all-day formal Professional Development for an overall review of data, curriculum, differentiation, and subject matter work. Weekly planning sessions occur that include some level of professional development. The school will utilize professional development at regularly scheduled times to analyze data to assure performance and accountability targets are met. Staff development will focus on meeting these targets. The review and analysis process is detailed above. Any additional teacher training as a result of the professional development and TBT meetings will be implemented.

 Ohio Teacher Evaluation System (OTES)	6.3d	<p>2) Confirm implementation of the Ohio Teacher Evaluation System (OTES) or an alternative aligned to Ohio Standards for Educators.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Teacher Evaluation System. Please identify what credentialed individuals (job title) will be conducting the evaluations?</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>3) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Educators and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
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Northwest Ohio Classical Academy will utilize the OTES. The Principal will evaluate the teachers using the OTES evaluation system.

 Ohio Principal Evaluation System (OPES)	6.3d	<p>4) Confirm implementation of Ohio Principal Evaluation System and Ohio Superintendent Evaluation System (if applicable) or alternative aligned to Ohio Standards for Principals and Ohio Standards for Superintendents.</p> <p><input checked="" type="checkbox"/> Yes, the school will implement the Ohio Principal Evaluation System and the Ohio Superintendent Evaluation System.</p> <p><input type="checkbox"/> The school will implement an alternative evaluation system as described below.</p> <p>5) If an alternative evaluation system is used, provide evidence of alignment to Ohio Standards for Principals and Ohio Standards for Superintendents and connection to accountability for student performance. What credentialed individuals (job title) will be conducting the evaluations?</p>
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Northwest Ohio Classical Academy will utilize the OPES. An OPES certified evaluator will evaluate the Principal. The Board will provide monitoring of progress and improvement on metrics as outlined in the OPES evaluation, which will include data analysis and other measurements.

 Local Professional Development Committee and Resident Educator	6.3d	6) Discuss development and implementation of Local Professional Development Committee, including bylaws, committee membership, roles and responsibilities, processes and procedures, Individual Professional Development Plan (IPDP) template, etc.
<p>The Northwest Ohio Classical Academy (NOCA) LPDC will be chaired by a classroom teacher who attends regularly scheduled meetings within the cohort. It is the responsibility of the chair of the building LPDC to update all staff on pertinent licensure matters and ensure all IPDP's and licenses remain up to date and compliant. A sample IPDP is enclosed in Attachment 7d_IPDP Template. NOCA will follow all bylaws, committee membership, roles and responsibilities, and processes and procedures including maintaining records of meetings including agendas and minutes, as defined by the Ohio Department of Education per the link http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/LPDC-s/Resource-Guide-for-Establishing-an-LPDC/ResourceLPDCResourceGuide_102416.pdf.aspx.</p>		
 Local Professional Development Committee and Resident Educator	6.3d	7) Discuss implementation of Ohio's Resident Educator Program in the school. (i.e., mentoring process, meetings, monitoring of work completed, timelines, ratios of mentor to mentees, etc.)
<p>Northwest Ohio Classical Academy (NOCA) will implement Ohio's Resident Educator Program. Resident Educators work collaboratively with their mentor to complete the program requirements using self-assessment and goal setting, demonstrate the use of authentic teacher work such as lesson planning, data analysis, and assessment for reflection, as well as successfully complete the Resident Educator Summative Assessment (RESA) to advance to Professional Licensure. Teachers involved in RESA Year 1, Year 2, Year 3, and potentially Year 4 are provided training and assistance from trained mentors. Resident educators meet annual requirements and collaboratively work with their mentor through discussions and feedback about the following topics:</p> <ul style="list-style-type: none"> • Self-assessment • Goal-setting • Instructional planning using authentic teacher work such as lesson plans and assessments • Observations for learning • Analysis of student learning using student work and assessments <p>Teachers participate to the fullest extent in all activities and activities within RESA and join in the NOCA Professional Development. The mentor teacher will regularly work with the resident educators and update all required information. The Resident Educator Forms include a Monitoring Student Learning form. Resident Educators complete the Monitoring Student Learning data inventory below, which includes monitoring two students. Once the form is complete, mentors and Resident Educators move into the planning phase of the Teaching-Learning Cycle. The Resident Educators complete a Year 1 Assessment that includes categories of strengths, areas of growth, and the seven standards of Students, Content, Assessments, Learning Environment, Collaboration and Communication, and Professional Responsibility and Growth.</p>		

Requirements Completion Checklist

Resident Educator mentors and mentees complete an annual checklist for each year. The sheet records the dates of following required activities. The mentor provides initials as the activities are completed.

- Collaborative Log or Focused Mentoring Activity Log (1-2 times/month)
- TBT Content Conference Call (Data Analysis Tool)
- Content Collaboration Meeting
- Other related PD or mentoring activity

For Year 1 and Year Resident Educators, the specific activities are listed below and include the timelines:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Peer teacher observation
- Mentor teacher observation
- Lesson Reflection of a videotaped lesson (recommendation Jan/Feb)

For Year 3 Resident Educators, the activities are as follows:


- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored I: Communication & Professional Growth
- Focused Mentored I: Communication & Professional Growth
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Focused Mentoring II: Use of student Formative & Summative Assessments
- Lesson Reflection Before Jan 19th

For Year 4 Resident Educators, the activities are as follows:

- Ohio Resident Educator Program Orientation Presentation (Sept)
- Self-Assessment (Oct/Nov)
- Professional Growth Plan (Oct/Nov)
- Focused Mentored: Formative and Summative Assessments

The mentor and mentee will sign the form and return it to the Principal. The deadline for submission is May 15 with a criteria completion date of June 30.

At NOCA, the mentor to mentee ratio goal will depend upon the number of participants at the discretion of the Principal. The mentors will be on site, and the number of Resident Educators to Mentees will be determined after the school opening. The Resident Educator form is enclosed in **Attachment 7e_ResidentEducator** form.

 Professional Development	6.3d	8) Using the Ohio Standards for Professional Development (adopted 2015), describe the process for how the school will <i>develop, implement, and evaluate</i> a differentiated professional development plan informed by student data, curriculum needs, OTES, OPES, IPDPs, Resident Educator Program, etc. and how it will link to the school's continuous improvement plan.
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Northwest Ohio Classical Academy (NOCA) will provide professional development to assure that teachers are equipped with the skills to teach the curriculum and increase academic achievement. In alignment with the Ohio Standards for Professional Development (OSPD), NOCA's professional development includes the following criteria:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be databased, and use data for planning, assessment, and evaluation.
- Represent best practice models and theories of adult learning and active engagement.
- Be research-based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

OSPD guide the development for NOCA teacher and leaders. For individual teachers, the OSPD direct their individual plans and are based on the data at the school that drives the needs of the students. For Principals, the OSPD drive their individual plans, but also ensure their school offers effective systems for professional learning.

The Professional Development aligns with the following seven standards of Ohio Standards for Professional Development. Per the ODE website, "professional learning that increases educator effectiveness and results for all students" embodies the following Standards.

- Standard 1: Learning Communities. Occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
- Standard 2: Leadership. Requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning.
- Standard 3: Resources. Requires prioritizing, monitoring and coordinating resources for educator learning.
- Standard 4: Data. Requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

- Standard 5: Learning Designs. Integrates theories, research and models of human learning to achieve its intended outcomes.
- Standard 6: Implementation. Applies research on change and sustains support for implementation of professional learning.
- Standard 7: Outcomes. Aligns its outcomes with educator performance and student curriculum standards.

Timeline for The Professional Development Plan

July 2019: Complete a review of the scope and sequences in the Core Knowledge Sequence, the Singapore Math Program, and the RIGGS Program.

July 2019: Identify any gaps with the required Standards (for example grade 4- Ohio History), and identify supplemental curricular materials to fill the gaps for the above-stated programs.

July 2019: Identify and secure the necessary consultants to provide Professional Development and Training to the teachers.

August 2019: Begin designated training with school staff.

After the school year begins, the contract year for teachers will reflect additional days provided for professional development before the school year begins, during the school year, and after the school year. Funds will be allocated for staff to attend relevant conferences and training in addition to hiring, if necessary, consultants to provide training at the school site for non- Core Knowledge curriculum.

Teachers will begin their training during August 2019 to be ready to implement the curriculum by the school opening. Therefore, for two weeks in August, before the school begins, teachers, leaders, and the Principal will be immersed in Professional Development. The following is a proposed schedule and topics.

On-Site Teacher Training for New BCSI Schools, July-August 2019

Day 1:

8:30-11:30a – Foundations of Classical Education (P. Kilgore)

12:30-3:30p – Curriculum Overview (P. Kilgore)

Day 2:

8:00-10:00a – Basic Policies of a BCSI School (P. Kilgore)

10:15-11:30a – Classroom Management (R.Holland)

12:30-1:15p – Basic Pedagogy (R. Holland)

1:15-2:00p – Science Instruction and Curriculum (R. Holland)

2:05-2:55p – History Instruction and Curriculum (J. Adams)

3:00-4:00p – ELA Instruction and Curriculum (P. Kilgore; T. Grzesiak)

4:00-5:00p – Meetings by subject with teachers in grades 7 and 8

Day 3: Hour-long meetings by subject and grade according to the following schedule

	History (J. Adams)	Science (R. Holland)	ELA (P. Kilgore, T. Grzesiak)
8:30-9:30	K/1	2	3
9:30-10:30	4	5	6
10:30-11:30	3	K/1	2
Lunch			
12:30-1:30	6	4	5
1:30-2:30	2	3	K/1
2:30-3:30	5	6	4

Day 4:

8:30-9:50a – Philosophy of Mathematics (N. Wagner)

10:00-11:30a – Distinctives of Classical Singapore Math: Number Bonds (N. Wagner)

12:30-1:50p – Distinctives of Classical Singapore Math: Place Value (N. Wagner)

2:00-3:30p – Distinctives of Classical Singapore Math: Bar Models (N. Wagner)

Day 5:

8:30-9:50a – Singapore Math in Practice: Developing a Yearly Plan (N. Wagner)

10:00-11:30a – Singapore Math in Practice: Developing a Weekly Plan (N. Wagner)

12:30-1:50p – Singapore Math in Practice: Developing a Daily Plan (N. Wagner)

2:00-3:30p – Math Review: Resources, Ability Grouping, Q&A (N. Wagner)

Weekend

Days 6-9:

8:30-11:30a, 12:30-3:30p – Basic Literacy Training (D. Kardatzke and M. Furno of Access Literacy, LLC)

Day 10:

8:30-11:30a, 12:30-3:30p – Unique school policies and principal expectations (led by school Principal)

Professional development topics to be discussed throughout the school year were developed in alignment with OSPD and may include, but will not be limited to:


- Classical Education Model
- Core Knowledge
- Singapore Math
- Response to Intervention
- Assigned texts that support the mission of the school
- How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence
- Data Analysis
- How to train students in Socratic method discussions
- Differentiation
- Assessments
- Norms for the group to follow
- Special Education

Building level staff meetings are held on a weekly basis to analyze data and discuss best practices. Teachers involved in RESA Year 1, Year 2, Year 3 and potentially Year 4 will be provided training and assistance from trained mentors. Teachers will participate to the fullest extent in all activities, RESA meetings, if required, and all training facilitated by the school.

Professional Development will occur formally five times per year for an overall review of data, curriculum, differentiation, and subject matter work. Building level training will be based on the Classroom Walk-Through Tool which is to be completed once per month per teacher by the Principal. This data is used to develop teacher specific training, and/or whole school training. The Principal and Dean of Student Learning use the tool to evaluate teachers on a regular basis and provide them feedback with areas for growth identified. Additionally, it is an opportunity for teachers to regularly reflect on teaching and learning.

Teachers use OSPD to develop personal IPDP's. Teachers must state which Standard for professional development correlates to the professional development they attend. All of NOCA's provided professional development correlates directly to the OSPD. Professional Development is embedded as an action step, and progress measurements are included to work towards the OIP goals.

Professional development includes the use of self-evaluation as a part of the OTES system. This evaluation is submitted to the Principal who compares the self-assessment against his/her assessment. The results of OTES will drive training for building teachers twice a year. Teachers with specific needs will be assigned to training, coaching, and/or conferences.

 School Calendar	6.3.1	9) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and a number of hours the school will be in session. The school calendar will need to be submitted annually by a due date established yearly for approval by the Sponsor and ODE. Once the calendar is approved, changes can only be made for limited reasons with approval of the sponsor and ODE, and may require a corrective action plan.
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NOCA will attempt to mirror the calendars of the public school district in order to harmonize available public school bus transportation and school schedules if possible. Excluding opening ceremony, homeroom, and lunch period, students will have six and 1/2 hours of daily classroom instruction and 180 days of class (annually 1,170 hours of classroom instruction). The proposed school and attendance calendar is attached and includes professional development and assessment days, vacation days, and number of hours the school will be in session. Parents and students will be notified of the school calendar as it is provided to families upon enrollment. The calendar is also sent home with the student at the beginning of the school year. The calendar is available in the school office and on the school website. A sample school calendar is enclosed as **Attachment 7f_School Calendars**.


Extracurricular Programming

The school calendar allots time for extracurricular activities. Extracurricular activities are vital to the emotional and intellectual growth of students. NOCA's will be targeted to build the Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship). NOCA will offer robust programming to allow all scholars to explore their interests and strengths. NOCA's athletic offerings may include cross country, track and field, basketball, baseball, soccer, volleyball, and cheerleading. Academic extracurricular offerings may consist of chess, chorus, debate, drawing club, Geography Bee, journalism, Latin League, National Junior Honor Society, orchestra, Philosophy Club, Spelling Bee, Student Council, theatre, yearbook, and more.

In planning activities and programs for students, NOCA considers the importance of family involvement. Providing great culture leads to outstanding academics, and NOCA believes parents are an integral part of our team. Below are a few ways in which the school may engage and celebrate parents:

Parent-Teacher Organization (PTO)
Field Trips
Volunteer Opportunities
Fundraisers

Additionally, a NOCA Welcome Kit is provided to parents that includes information about the PTO as well as an introduction to the school, its curriculum and the classical education model. A sample of this Welcome Kit is enclosed along with Attachment 7f_School Calendars.


 Bell Schedule	6.3.1	10) Provide the school's proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provide, such as after-school tutoring, include these on the schedule.
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The bell schedule for Northwest Ohio Classical Academy is enclosed as **Attachment 7g_Bell Schedule**.

6.3e Prevention and Intervention Policy

A *Comprehensive System of Learning Support Guidelines*, an Ohio State Board of Education approved document (link provided below), provides direction for foundation and intervention services to students to assist with the development of necessary systems to meet the unique needs of students. <https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/School-Safety-Resources/Comprehensive-System-of-Learning-Supports-Guidelin/Brochure-fulfillingthepromise.pdf.aspx>

Appropriate implementation of the guidelines will result in school meeting or exceeding RC 3313.6012 requirements to (1) provide diagnostic assessment procedures, (2) provide intervention services based on the results of the diagnostics, (3) collect data regularly, and (4) use the data to evaluate the effectiveness of the interventions. Please provide strong evidence and specific details to address the items below.

 Prevention and Intervention Plan	6.3.2	1) Describe the school’s multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing learning, behavior and other problems, and address the needs of <u>ALL</u> students (i.e., limited English proficient, gifted, Third Grade Reading Guarantee, homeless, lowest achieving 20%).
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Northwest Ohio Classical Academy (NOCA) will provide an academic program to meet the needs of ALL students including those who are experiencing learning, behavior, and other problems as well as English Language Learners, gifted, homeless, and lowest achieving 20%. Additionally, NOCA will provide educational interventions to help meet Ohio’s Third Grade Reading Guarantee.

The framework used to identify student learning deficiencies, develop hypotheses, formulate a plan, monitor progress, and analyze results will follow the Response to Intervention (RtI) model. RTI is a “systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions.” The School will have a solid RTI Leadership Team (RLT) to apply identification, assessing, development, implementation, and monitoring and re-evaluation procedures. The RLT consist of the Principal, Director of Student Learning, Intervention Specialist, classroom teachers, ELL teacher as needed, and parents (as needed).The system will revolve around the study and optimization of the interactions of curriculum, instruction, students, and learning environments.

The model uses three (3) tiers of interventions that become increasingly more focused, intense, and individualized. The school will set up systems and methodologies to address student needs that may include data-based goals, reflection, and review of instruction and methodology, differentiation of the instruction and other targeted interventions, as well as formative and summative assessments. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have

difficulty. The RtI Model is as follows per the Figure 2: RtI.

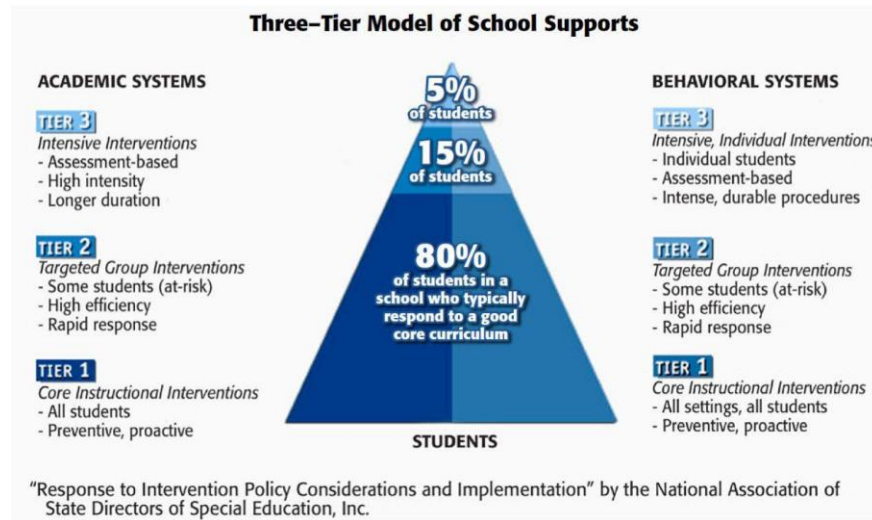


Figure 2: RtI

Tier 1

Tier 1 consists of the general academic and behavioral instruction and support that is designed and differentiated for all students in all settings. School-wide progress monitoring and screenings are used to ensure that core instruction is effective and to identify students who may need additional support in order to be successful. Within the classrooms, students will be assessed at the beginning of each school year based upon Benchmark data for each grade level in each core content area that is developed by the school. In addition to progress that is being observed in the classroom, all students will be monitored by Core Knowledge Assessments. The data will be used to help determine if there is a problem with the core curriculum. As the year progresses, student progress will be monitored, and data will be collected to identify students who are struggling. For struggling students, they will first receive assistance in Tier I through the use of universal interventions within the classroom. These interventions include remedial strategies, classroom/behavior management strategies, small-group instructions, flexible grouping, more instructional time, etc. Interventions are determined by classroom teachers, grade-level teams, and/or school leadership. If, after a reasonable amount of time with progress being monitored and data being collected, these interventions do not result in progress, the students can be referred to Tier 2 and the RLT for a more intense study of what is causing struggle academically or behaviorally.

Tier 2

Tier 2 consisted of more focused, targeted instruction or intervention and supplemental supports in addition to and aligned with the core instruction provided through Tier 1. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building

accurate and automatic recognition of words in the text. Adjustments can be made within Tier 2 to increase time on task or decrease the student/teacher ratio. The RLT will conduct the student study process and consider, implement and document the effectiveness of appropriate research-based interventions utilizing curriculum-based measures. In addition to the core team members of the RLT, specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses, or social workers can bring valuable perspectives and ideas to the team. A varying number of other individuals will serve on the team, depending on the types of concerns and expertise needed. NOCA will utilize the services of Total Educational Solutions for additional support. In addition to reviewing information collected at the Tier 1 level, the RLT will address culture and acculturation, socioeconomic status, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties. The RLT, at this level, may develop a written, individual education plan (IEP). Based upon data that indicates that the student has shown over time a significant deviation from their grade-level peers and/or persistent behavioral problems, a plan can be developed that includes a more intense instruction that is provided individually or in small groups and occurs in addition to the general education curriculum. In the area of behavior, a Functional Behavior Assessment and a Behavior Intervention Plan can be developed. If interventions are warranted, NOCA will consider the following interventions:

- a. Provide quality, solid, focused instruction.
- b. Provide instruction in smaller groups.
- c. Teach additional learning strategies.
- d. Change scope and sequence of tasks.
- e. Cover all of the components needed to learn a skill. Avoid the creation of splinter skills, and focusing on the essential components of reading, language and math.
- f. Monitoring student progress more frequently than at Tier 1.
- g. Evaluate student progress more frequently than at Tier 1 to determine whether progress is being made.
- h. Assess the student's response to the new interventions in order to determine whether new or different interventions should be used.
- i. Develop a clear, concise plan of intervention. What is going to be done differently, who is going to do it, when will it be done, where will it be done, and how long will it be done?
- j. Use the written intervention plan to identify measurable outcome and create data-driven adjustments to the intervention process.
- k. Creating a progress-monitoring schedule using a variety of data gathering methods.

Tier 2 interventions will be used in consistent time allotments at least four times per week over a period of nine weeks. At the end of the nine-week period, the RLT will reconvene for additional support and determination on whether the student should remain at Tier 2 or move to either Tier 1 or Tier 3. Because referral to Tier 3 or Special Education is based on RtI data, NOCA will implement the interventions exactly as defined in order to ensure consistency in the data that is collected as progress is monitored. A progress-monitoring schedule using a variety of data gathering methods will be developed and implemented by appropriate NOCA staff.

Students with disabilities who do not qualify for special education services can be served at Tier 2. Academic improvements plans for students facing

retention, or for those who have been retained are also the responsibility of the RTI in Tier 2. When it is determined that a student has an obvious disability or a serious and urgent problem, the RLT will address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation (Tier 3) to determine possible eligibility for Special Education and related services consistent with the requirements of federal regulations at 34 CFR Sec. 300.300.

Tier 3

Tier 3 consists of the most intense (increased time, narrowed focus, very small group or individual) instruction and intervention based upon individual student need. Tier 3 supports are provided in addition to and aligned with the core (Tier 1) and supplemental (Tier 2) academic and behavioral instruction, interventions, and supports. If the student does not respond adequately to significant Tier 2 interventions, the student will be referred for a Multidisciplinary Evaluation to determine their need for Special Education services. Prior to the referral, the RLT will determine if the student has received instruction and interventions that are scientific and research-based. Students identified as a "student with disability" are deemed eligible for Special Education and related services, and an IEP will be developed by a properly-constituted team, pursuant to federal regulations at 34 CFR Sec. 300.321. Either a parent of a student or members of the RLT can initiate a request for an initial evaluation to determine if the student has a disability with the consent requirement in 34 CFR Sec. 300.300. If the student qualifies for Special Education services under the IDEA, specially-designed instruction and related services will be provided through an Individualized Education Program (IEP). If the student does not qualify for Special Education services, the student can return to the RLT team and continue to receive Tier II interventions. Both the Riggs program and Singapore Math are designed to meet the individual needs of all students. Riggs is a multi-sensory program that assesses where students are functioning and offers highly targeted instruction. It has been used in the past to both prevent and correct learning disorders. It was patterned after the Orton-Gillingham model of reading instruction for students who are dyslexic. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills. Singapore Math is effective in addressing individual student needs as well. The program lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English Language Learners. All Special Education services will be in compliance with Ohio code.

Initial Evaluation. Students who are referred for testing by an RLT or by a written parental request must first be evaluated to determine whether the student has a disability as identified under the IDEA. This first formal diagnostic evaluation, "the initial evaluation," requires informed prior written parental consent to conduct. The initial evaluation must be completed within sixty (60) calendar days of the date of parental consent. Any re-evaluation also requires informed written parental consent secured prior to the re-evaluation taking place. The initial evaluation should provide the IEP team with: (a) information it will need to determine whether a student has a disability and requires Special Education and related services; (b) information regarding the student's present levels of educational and functional performance; (c) information to assist in determining educational needs, including accommodations and services. If a parent initially refuses to sign the consent, "the sixty (60)" day limit begins to run only when the consent is signed. Before any initial evaluation, the parent must provide informed written consent to the testing. The consent to testing is not consented to initial placement. If there is no consent to testing, NOCA may file a complaint about a due process hearing. If the parent refuses to consent or fails to respond to a request for consent, NOCA has no further

obligation. However, there should be clear documentation of NOCA's efforts to obtain consent, including copies of correspondence or documentation of phone calls made to the parent. A certified letter should be sent to the parent advising that (1) his or her non- response or refusal to consent is considered a refusal of services; and (2) the child will not be considered a student with a disability for any disciplinary or educational purposes.

The evaluation/assessment must provide for:

- a. Assessing in all areas of suspected disability (including health and development such as vision and hearing);
- b. Selection of evaluation tools that are not racially, culturally, or linguistically discriminatory;
- c. Are administered in the language or form most likely to yield accurate information regarding what the student knows and can do academically, developmentally and functionally;
- d. Selection of assessment tools that assess specific areas of educational need;
- e. Ensuring that there are a variety of tools and strategies used to gather relevant functional and development information;
- f. Information provided by the parent;
- g. Including information on how the student is involved in and progressing in the general curriculum.
- h. Identify any accommodations in test administration that may be necessary.

Assessments/evaluations must be administered by qualified personnel as specified in the instructions provided by the producers of the assessment tool. NOCA will follow the rule that informed parental consent must precede the initial evaluation, and the parent's consent to the initial evaluation will not be construed as consent for special education services. All evaluations will be conducted according to the requirements established by IDEA 2004. To ensure informed parental consent, the signature of the parent will be obtained by the evaluator/diagnostician, who can explain the types and purposes of the evaluations to be conducted. The referral packet will be provided to the diagnostic staff in a timely fashion. Not more than 15 work days will pass before the diagnostician meets with the parent to review the assessment plan and secure parental consent.

NOCA will assure that assessments of the students with Limited English Proficiency measure what is intended and not the student's English skills. For students with sensory, motor, or speaking impairments NOCA will ensure that the assessment measures what is intended. "Parent" may include a foster parent of a child with a disability if Children, Youth and Families Department (CYFD) provides appropriate documentation to establish that CYFD has legal custody and has designated the person in question as the child's foster parent, and if the foster parent is willing to make the educational decisions required by IDEA. Qualified Surrogate parents may be appointed in compliance with 34 CFR Sec.300.519 when needed to protect the rights of a student with a disability. A foster parent who meets all the requirements of 34 CFR Sec. 300.30 may be appointed as a surrogate parent if the public agency that is responsible for the appointment deems such action appropriate (34 CFR Sec. 300.519).

Determination of eligibility and educational need. Upon completion of the initial evaluation, a RLT will be scheduled. A written notice to parents will be sent to inform them of, and invite them to, the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to

accommodate their schedules. The RLT team is composed the child's parents and educational professionals such as general teachers, Intervention Specialist, a diagnostician, and related service providers if they conducted an evaluation. The purpose of the meeting is to review the evaluation with the parents and determine if the student is eligible to receive Special Education services. If so, an Individualized Education Plan (IEP) is developed which will provide specially-designed instruction that is tailored to fit the learning strengths and needs of the student. Determination or the re-evaluation of eligibility through the Multidisciplinary Team occurs every three years unless an early re-evaluation is warranted.

Individualized Education Plan. NOCA will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At a meeting, the IEP for a student will be developed by a team including the student, parents, general education and intervention specialist, appropriate ancillary representations such as Total Education Solutions. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas and have as much access to the general education curriculum as possible. The services, as required by IDEA, will be delivered in the least restrictive environment. The IEP will be reviewed annually or sooner if requested by school staff or the parents.

The Tiers are not a "set" series of interventions or activities that all students move through. Rather, they are fluid and flexible. Students may move from a lower to a higher tier and back again, based on documented need. A student may be successful with Tier 1 supports for behavior and mathematics, require supplemental Tier 2 instruction for reading, and need intensive Tier 3 interventions for writing. As the student progress and the performance gap with grade level and classroom peers closes, the student may no longer need interventions beyond Tier 1. The RtI framework is designed for all students, including general education students and Special Education students with IEPs. "All students" includes those who struggle, those who excel and demonstrate needs beyond the core, and those who are English Language Learners.

Screening Process

The first level of data for RTI will be collected at the start of the school year using both the Ohio Department of Education Diagnostic Assessment Materials for grades K-3 and Measures of Academic Progress. Once results have been collected, the RTL will review the data and identify those students in need of Tier II and Tier III support. An instructional and intervention plan will be created and tailored to each student's specific needs which will include a timeline of follow up assessments to ensure student growth. The plan will be utilized to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. These interventions will include instruction, be focused on targeting a specific identified weakness and be implemented consistently for at least three days a week over the course of at least 6 weeks. In addition, the RLT will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.

Assessments

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. NOCA will rely heavily upon experienced and well-trained teachers to be constantly aware of individual needs within their classrooms. Teachers and administrators will apply the data gathered to drive the intervention strategies and progress monitoring methods, making

sure that each is an efficient use of time and resources. Teachers and administration will hold team meetings to discuss the growth and progress of individual students. The curriculum allows for ease of differentiation, so teachers will be able to readily accelerate or reinforce a student's learning. At our middle school levels, by offering accelerated and remedial coursework, the school will be able to pace students according to their instructional needs. In middle school, the Dean of Student Learning and Principal will work closely with students to ensure proper class placement and promotion.

Progress Monitoring

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will develop and implement progress monitoring to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, and other extended day services including tutoring, mentoring and intensive skills development programs

It is the intention of NOCA to use progress monitoring unless the student has a disability and receives services on an Individual Educational Plan (IEP) that more appropriately can address the identified deficiencies. NOCA may request that low performing students attend remediation programs held before or after regular school hours or during summer. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

Third Grade Reading Guarantee

To determine whether each student is on track, NOCA will administer an Ohio Department of Education Reading Diagnostic Screening measure by September 30 for students in grades one, two and three and by November 1st for Kindergarten. If a student appears to be falling behind in reading, the school will immediately, in conjunction with the parents/guardian, develop a reading improvement plan (RIP) and provide interventions. NOCA will continually monitor student's progress under the RIP. While there are a number of factors which affect a student's reading ability, there is ample empirical data that NOCA's phonics-based reading model has a high rate of success with even the most disadvantaged students. In other schools affiliated with the Barney Charter School Initiative, even students in the lowest achieving level do read at grade level by the third grade. NOCA expects that for all students who have attended the school for at least two years, 95% will meet Ohio's Third Grade Reading Guarantee. If at the end of a student's third grade, it is deemed that the reading ability is insufficient to enter 4th grade, no promotion will occur. If a student is held back to repeat third grade, NOCA will institute an individualized daily 90-minute reading program with a specially trained reading specialist. Should the student improve quickly, NOCA may, at its administration's discretion, promote the child to the 4th grade early in the repeat year.

Differentiated Instruction

Students presenting academic difficulty need programs that address remediation directly and target specific deficiencies. The time-tested, multi-sensory, brain-based approach that addresses multiple student learning styles is the Riggs method, *The Writing & Spelling Road to Reading & Thinking*. The Riggs program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students

who exhibit academic progress and will be an effective remedial program for students with academic challenges. English Language Learner students will also benefit because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. NOCA believes one of the best forms of remediation is through a solid phonics program. By using this program with all students, the school expects to address many student literacy problems before they develop. And students who are reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified.

NOCA will incorporate at least a 90-minute morning period in kindergarten through 5th grades focusing on the various aspects of English language study: phonics, reading, vocabulary, study of Latin roots, spelling, grammar, handwriting, and composition, with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact. This morning period will be supplemented with brief periods of punctuated practice throughout the day.

NOCA will automatically provide differentiated instruction in at least two main areas, math and reading and other areas based upon individual need. In math, the first of these areas, the school will group students by ability. This process will require a common math period for all K-6 students and possible schedule changes for 7-8 students. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student learning and a significant metric for placing students into ability groups. Ability grouping is a significant complement to the Singapore Math program, and helps to ensure that students receive the foundation in math that is necessary for understanding upper-level math.

Lowest 20% of Students

Low performing students will be identified through the use of assessment and diagnostic tools. NOCA will develop a program to provide the lowest 20% of struggling students with additional literacy instruction, through flexible scheduling blocks, small group setting and differentiated instruction, as well as pull out instruction. An additional 30 minutes per day will be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. This 30-minute block will be implemented daily for remediation and enrichment in reading, but also in math, if necessary. Within 30 minutes, there is additional literacy instruction and progress monitor occurs on a weekly basis. Teachers may need to alter the text or use books at the student's reading level to increase comprehension. Re-teaching and re-reading may be utilized. The interventions are based upon individual student need.

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, NOCA will provide for tutoring. These sessions are programmed within the operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

Additionally, students will receive differentiated instruction and grouped by ability and/or led through a reading practice regimen designed to meet each student at his or her ability level. In all cases where differentiated instruction is offered to students performing below grade level, the intent of the differentiated instruction will be to bring student performance up to grade level standards. Highly effective teachers will intentionally use all of these

strategies to engage students including those performing below grade level in maximizing their benefit from the curriculum.

Homeless Students

NOCA will adopt policies governing student homelessness in an effort to afford equal opportunity education and prevent discriminatory practices. Every student who meets the federal definition of “homeless” will be provided a free and appropriate public education at NOCA in the same manner as all other students. When and if necessary, NOCA’s RLT will take the necessary measures to assure the equal opportunity treatment and education of homeless students. No homeless student will be denied enrollment based on a lack of proof of residency. Meetings with the school psychologist and mental health consulting services will be arranged, if and when necessary.

NOCA will conduct outreach efforts that include placing information sheets on equal opportunity enrollment and recruitment guidelines throughout neighborhood locations, which may include schools, shelters, hotels, churches, emergency shelters, community organizations, medical facilities, food banks, Laundromats, and social service agencies. NOCA will post its welcoming policies on the website and throughout its literature including the Parent/Family Handbook. Additionally, students’ and parents’ rights information will be posted in public areas. NOCA will make determinations based upon the definition of homeless according to federal guidelines and the Ohio Department of Education policies. The goal is to ensure that homeless students are offered enrollment and equal opportunity for success and a productive future.

Gifted

The Core Knowledge Sequence allows for a significant amount of latitude with regard to particular topics and works of literature. Students who are capable of work above their grade level may be given the option to read additional works of literature, read adapted works in an original or longer form, or study history and science content in a more comprehensive form (e.g., by reading upper-level texts or receiving instruction from upper-level teachers). When necessary, additional methods, such as small group learning, will be utilized to push these students’ already accelerated learning.

Specialized Services

Students with special needs will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring. All students, if needed, will have access to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, early identification and assessment of any disabilities, counseling services, and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools. To provide specialized services, NOCA will utilize the services of Total Education Solutions (TES). TES offers the following therapeutic and Special Education services:

- Adapted Physical Education
- Board Certified Behavior Analysis and other Behavior Intervention Services
- Intensive Academic Instruction
- Occupational Therapy
- Para Professional Support

- School Counseling
- Special Education Coordination
- Speech and Language Pathology- Assistants and Specialists
- School Nursing
- School Psychology
- Physical Therapy
- Behavioral Support Program
- School Nurses Services
- Tutoring

TES staff includes Adaptive Physical Education Teachers, Resource Specialists, Behavior Intervention Specialists, and Development Supervisors, School Counselors and Psychologists and Marriage and Family Therapists, School Nurses, Board Certified Behavior Analysts, Special Education Coordinators, Speech and Language Pathologists, Occupational Therapists, Para Professionals, and Tutors and Intensive Academic Instructors.

English Language Learners

English Language Learners (ELL) will receive instruction provided by Total Education Solutions (TES). TES will provide instruction as related to the 10 ELP standards and 5 stages of language acquisition (pre-functional, beginner, high Beginner, Intermediate, Advanced) and the content/classroom teachers work to modify instruction and assessment by identifying the essential learning of each lesson and unit to determine how the ELL student can show understanding. The model of ELL that is provided by our providers is In-class/Inclusion Instruction, as recommended by the ODE. In this approach, ELL students are together with their Native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. The program will implement best practices that help students become English Language Learners (ELLs). TES will provide the formal and informal English Language Assessments that assess skills (listening, speaking, reading, and writing) of ELLs throughout the school year. TES provides assessments of the strengths and weaknesses of each student to the school personnel for Individual Education Plan planning. TES collaborates with the school teachers and the Intervention Specialist to better serve the needs of the student. The school offers highly qualified teachers and other personnel as needed.

For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment. The instructor will provide Inclusion Instruction that focuses on English language functions and forms that ELLs need to develop in order to access standards and to be successful in school. Instructors will work with ELLs within their EPL to work towards mastery of the PLDs and PTs within their levels while receiving content instruction in the classroom with their peers, often through use of the vignettes to encourage successful participation in content-based instruction while working towards content-based goals. The preferred model for our outsourced providers to operate under is the "Sheltered Instruction Observation Protocol (SIOP), Model."

Discipline Policy

NOCA will instruct students in the classical virtues, both inside and outside of the classroom. Discipline, ethics, and personal responsibility will be modeled and expected. Students will be introduced to the virtuous behavior of timeless heroes and heroines of literature and history. Moreover, the school will define a standard of behavior using Six Pillars of Character (responsibility, respect, courage, courtesy, honesty, and citizenship) as complements to the four classical virtues (temperance, fortitude, justice, and prudence). Emphasis upon these standards of excellence will help students learn and develop virtuous behavior alongside patterns of thought and conduct based on high moral standards. Therefore, NOCA will implement a Discipline Policy and code of conduct as outlined in the student handbook. Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, NOCA will develop students who choose to exercise maturity and respect for each other, for staff, and for the property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of the students and the overall vision of NOCA. Through age-appropriate expectations and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, Principal, and family members, students may use the disciplinary time to learn more about themselves and about others, and learn the value of making ethical decisions.

NOCA also enforces the dress code policy to reinforce a structured school culture and to prevent potential distractions from the academic endeavors of our students. The goal of NOCA is to provide students with a classical education, leading them to have exceptional academic skills and personal character. NOCA believes in the importance of a virtuous staff, who display behaviors students can imitate. Staff will be trained and have a solid understanding of the expectations of NOCA, and will be able to provide appropriate guidance for students. In line with the goals above, NOCA believes that its policies for student behavior are practical and will be effective in building good character. Teachers will be the first to recognize poor behavior and may note the need for disciplinary action. If the child's poor behavior continues, or disrupts the learning environment in the classroom, the student may be referred to the Dean of Student Learning or Principal.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. As such, NOCA expects parents to support the mission and vision of the school. NOCA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home and teach them effective study skills. To make sure parents have the opportunity to be fully involved in their children's lives, teachers will communicate with parents on a regular basis. NOCA believes that family is an integral part of each student's life; thus, parents will be informed of behavior, social, and/or academic problems of their child. The following is a sample of the discipline procedures.

Level 1: In the Classroom

Grade K-3: Character Cards: Students either have K cards or a chart in the back of the classroom. Students guilty of a particular infraction will be told to put a hole punch in their character cards. More sophisticated systems involve putting a hole next to the virtue that the student has trespassed (e.g. "respect" or "integrity") or even rewarding students for practicing virtue by identifying these acts with stickers. Teachers should review the hole punches at the end

of the day and make necessary notes for the parent. Each character card will go home at the end of the week and return with a parent signature.

Grades 4-6: A potential variation on the character card will be utilized.

Grade 7-8: General classroom management procedures with escalating consequences.

Level 2: In the Classroom

Grade K-3: Character card punches followed with various classroom management procedures, up to and including recess and lunch detentions.

Grades 4-8: Classroom management procedures, up to and including after-school detention and parent communication.

Level 3: Office Referral, Basic Offense

All grades: Office referrals follow the general plan in the handbook with escalating consequences for repeated infractions.

Level 4: Office Referral, the more grievous offense

All grades: Some offenses as determined by policy and administrative discretion will require escalated consequences without repeated action (e.g., physical harm, destruction of property). The Principal will implement several levels of offense/consequences as a matter of policy that gives him/her the flexibility to assign reasonable consequences.

Parallel to the behavior policy will be a policy that addresses school uniform violations.

Special Education

Upon admission or identification of any disabled student, the school will comply with all federal and state laws regarding the education of students with disabilities. The school will work with Total Education Solutions (TES) and will provide all necessary related services by staffed Resource Teachers, Intervention Specialists or contracted service providers. The school has adopted the Ohio Department of Education's Special Education Model Policies and Procedures governing the education of students with disabilities. The final level of support includes Special Education, where students are provided Individual Education Plans that identify yearly goals, services, accommodations and modifications for students who qualify. For students with emotional or behavioral disabilities, services can include (but are not limited to) social skill groups, small group interventions, 1-1 interventions, separate classrooms for a partial or full day, and support of the Intervention Specialist. Students who need SPED will have access to highly qualified Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring. Students who require Special Education will have access to Intervention Specialists, contracted behavior and mental health experts, a contracted school psychologist, assistive technology devices (when needed), and access to the full curriculum with supplemental tutoring through the services of TES. Teachers with students requiring specialized services who contract with TES will complete the enclosed **Attachment 7h_SPED Intake Form** for referrals.

Behavioral Policy for Special Education

IDEA 2004 states that school personnel may consider any unique circumstances on a case- by- case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct. Therefore, the Principal will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability.

Manifestation Determination

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the school's failure to implement the IEP. Should the manifestation determination conclude that the conduct in question was not caused by the child's disability; the IEP team is charged with determining an interim alternative education setting for the student. If it was determined that the child's behavior was related to the disability, the IEP team is to return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the Behavioral Intervention Plan.

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)

A functional behavioral assessment is completed when a student's behavior interferes with his or her learning or the learning of others. If a manifestation determination finding shows that a student's behavior was related to his/her disability, then the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. If the school already has developed and implemented a BIP for the student, the IEP team will review the plan and modify it to address the behavior in question.

Alternative Assessment

NOCA understands that Alternate Assessment must be developed for students with severe cognitive disabilities and that accommodations must be made as determined by an IEP team. If a student enrolled has disabilities that preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards-based performance and progress of the student. Teachers can use the results from each year to identify goals, program needs, and student growth. Compliance with Section 504 / American Disabilities Act
NOCA agrees to provide the full range of accommodations and services necessary for students with disabilities, as described in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, to participate in and benefit from public education programs and activities.

Student Information System

NOCA may utilize the Data Analysis for Student Learning (DASL) as its Student Information System (SIS). DASL is a state-of-the-art, comprehensive web-based student information management and decision support system solution for schools. DASL will assist teachers in tracking behavior, attendance, discipline and interventions.

Information Data. Student data from the enrollment application will be entered into the SIS prior to the first day that students are educated. The hard copy of the application will be filed along with the birth certificate, proof of residency, and supporting documents. Regular data verification

checks will be conducted to ensure data is correct. The Office Manager inputs the data into SIS and processes the verification checks.

Test Data. For reading, math and writing diagnostic data, the classroom teacher administers the assessment and collects the final results. The Office Manager enters the data into SIS. The Educational Empowerment Group (EEG) Data Coordinator extracts the data from the DASL and will upload it into EMIS for grades K-3. For the state assessment results, the Data Coordinator will upload the information into the DASL and EMIS. The test results for the NWEA assessments will be uploaded and maintained and analyzed by the school.

School specific data. Formative Assessment data is tracked at the school using a template that analyzes student mastery, divided by standard. The Unit assessments are administered at the beginning and end of every instructional unit. Upon completion of course content units and scoring of the post assessments, teachers will complete a Unit Analysis Worksheet for review with the Teacher Based Teams. At the end of every testing cycle, the student performance data is collected, compiled, and reviewed with Teacher Based Teams and presented to the SAC.

Attendance Data. NOCA understands that in order to accomplish the school's mission, students must attend school every day. NOCA works closely with parents, teachers, and students to combat truancy. The Office Manager will record attendance schedule in DASL, which will also capture tardiness. The Office Manager, the Dean of Students, the Principal and the Board of Directors will all review testing, enrollment and attendance data at regular board meetings.

Process. To report accurate and timely data to the Ohio Department of Education (ODE) the EEG Data Coordinator sends required state data records from DASL directly to the ODE Data Collector. The Data Coordinator accesses ODE's Data Collector and uploads the data from the school sent from the DASL into the Data Collector. The data is reviewed for accuracy, certified, and submitted to ODE. DASL holds and sorts all data. It also converts data to be read by EMIS once uploaded into the Data Collector.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its Ohio Improvement Process plan.

Schools newly chartered with Charter School Specialists will establish an OIP plan by September 30th.

The OIP will be available and reviewed at a yearly onsite assistance review.

The sponsor will provide accountability standards, which include but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017.

Attachment 7i_NOCA Performance Goals provides goals for the students, along with subgroups, and school in math, reading, attendance, retention, and satisfaction.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed Assessment

6.5


1) St. Aloysius requires its sponsored schools to identify and utilize at least one nationally normed, [ODE approved standardized testing tool](#). It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss the rationale for assessment selection and the relationship to Student Growth Measures (OTES and OPES). Nationally normed assessment data and a comprehensive written analysis will be due to the sponsor by June 30th of each year.

Northwest Ohio Classical Academy (NOCA) will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) twice per year. NWEA is a trusted resource for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student's growth to that of students across the country. The MAPs are state-aligned computer adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP Growth reveals how much growth has occurred between testing events and, when compared to norms, shows projected proficiency. NOCA can track growth through the school year and over multiple years; and will be able to compare students' performance against norms to evaluate programs and improve instruction. MAP assessments provide a sensitive metric for measuring and comparing growth among students from differing schools, districts, and states. MAP also offers outcome measures that are important for the development of new educational programs for improving student learning. Ohio also has identified the NWEA/Map Assessment on the list of approved vendors for the Third Grade Reading Guarantee. In addition, teachers can easily identify where instruction needs to take place and for whom and to what degree. The MAP will be given to students three times per year. Each test session will be followed by score reading and reporting for each subject area and identified by the teacher. See the school calendar for dates.

Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages.

Student Growth Measures: The school will use the following types of Student Growth Measures Value-Added, an approved vendor assessment (NWEA-MAP), and Locally Determined Measures (SLO's). These growth measures will be utilized as a part of the overall teacher and Principal evaluation on OTES and OPES.


- Value-Added – The school will use Value-Added data in the student growth measure when available.
- Measure of Academic Progress – MAP will be used as an approved vendor assessment (NWEA) if Value-Added data is not available.

 Ohio's State Assessments	6.5	<p>2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development and Ohio Improvement Process (OIP) goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, OELPA, and Kindergarten Readiness Assessment.</p>
<p>Northwest Ohio Classical Academy (NOCA) will measure academic proficiency longitudinally in terms of annual progress on the K-3 Reading Diagnostic Assessment, Ohio English Language Arts Test (ELAT), and the End Of Course Exams and interim progress during the school year on the Northwest Evaluation Association (NWEA) assessment. NOCA will measure academic progress in Latin with the National Latin Exam (NLE).</p> <p>Third-grade students will participate in the fall state reading assessment exam for Third Grade Guarantee. State diagnostic assessments will be administered to students in K-3 and Kindergarteners will be assessed with Kindergarten Readiness Assessment (KRA). NOCA will administer the KRA to all Kindergarten students within the administration window. The assessment covers six areas: language and literacy, mathematics, science, social studies, physical well-being, and motor development, and social foundations, which include social and emotional development and approaches toward learning. Students are assessed the following ways:</p> <ul style="list-style-type: none"> • Observation - Teachers will use a rubric with three description levels for the skill(s) being measured. • Selected response questions – Teachers have a scripted prompt that could include a story or pictures and a question with answer choices. • Performance tasks - These require an action or verbal response from the child in response to a scripted prompt, such as producing a rhyming word. The school will use the information gathered from this assessment to inform instruction and provide academic, functional, and behavioral interventions for any student not meeting expectations. <p>Students who are identified as off-track will receive individually interventions per the identified area of need, and a plan will be created and executed.</p> <p>Ohio Test of English Language Acquisition (OTELA). State and federal law require an annual assessment of K-12 Limited English Proficient (LEP) students to measure their English language proficiency. The OELPA and AASWD will be administered as needed.</p> <p>Additional Non-Required Assessments</p> <p>NOCA will administer the ELAT annually in order to measure students' academic proficiency on state-mandated academic standards for grades 3-8. The ELAT and End Of Course Exams will allow the school to compare results with schools in Lucas County as well as schools across Ohio. In 2019, NOCA will administer any newly adopted tests for the state standardized assessments. The AASCD will be used, when appropriate, with Special Education students who qualify to take this assessment. The AASCD assesses the following grades and the following areas: math, science, social studies, and reading.</p>		

Sharing Data and OIP

NOCA will annually, analyze and report assessment data and academic success to the Board of Directors, staff, and parents. NOCA will share the school's annual state assessment with results with parents and guardians through email, links on the school website, and in a letter sent home with students. Results of all state testing will be compiled and used to evaluate the OIP. Assessment windows are included on the school calendar and placed on the website. Successes in improvement will be saved to be replicated, and critical needs will be further evaluated in order to assess the curriculum, instructional strategies, teacher performance, and other resources.

The School Accountability Committee (SAC) consisting of the Principal, Vice Principal, Dean of Students, Resource Teachers, Intervention Specialists and Teacher-Based Teams, will provide a detailed report of student achievement data and OIP progress to additional key stakeholders in scheduled meetings throughout the year as data is received. The Principal and Vice Principal will facilitate discussions of state results as it relates to the improvement planning and will discuss changes that need to occur individually with teachers during their planning meetings. Teacher professional development will be adjusted and updated to reflect the needs of the school as dictated by state testing results.

 Formative Assessments	3) Describe the process for developing formative assessments, sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.
<p>Formative Assessments will be used to monitor and analyze student progress through such practices as</p> <ul style="list-style-type: none"> ➤ Teacher-developed pre- and post-assessments ➤ Teacher-developed rubrics ➤ The Riggs assessment that is given daily after each lesson. ➤ Singapore Math assessments that will be used as placement tests and as a means to demonstrate mastery of the material taught at each level. If a student masters 80% or more of the content, they can move up a level. If not, they can begin instruction at that level, or repeat it. The placement tests can also be used as an exit test for each respective level. <p>Specific formative assessments administered and gathered will include curriculum assessments from <i>The Writing & Spelling Road to Reading & Thinking</i>, Singapore Math, ScienceSaurus, Pearson's Science Explorers, Delta Science, Core Knowledge, Access Literacy, and teacher created classroom quizzes, rubrics and tests. An additional formative assessment includes the NWEA-MAP to be administered twice per year.</p> <p>Using Formative Assessments to Increase Academic Performance</p> <p>These measures will enable the analysis and improvement process to occur through evaluating data and making instructional decisions with regard to students, teachers, instructional content, curriculum, resources, instructional strategies, and pacing. The School Accountability Committee will review</p>	

teacher-created assessments to determine which students need increased amounts of academic intervention. In response to the data, leaders and teachers will adjust student schedules for tutoring and/or one-one or small group instruction.

Formative assessments will be the basis for adjusting the education program by the Response to Intervention (RTI) and teacher-based teams (TBTs) for each student in order to improve academic performance. Assessments will be utilized by the RTI Leadership Team (RTL). An instructional and intervention plan will be created and tailored to each student's specific needs which will include a timeline of follow up formative assessments to ensure student growth. The plan will be utilized to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal.

National Latin Exam

While not a formative assessment, but rather a summative assessment, the National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on seven levels. On the Introduction to Latin, Latin I, Latin II, Latin III, Latin III/IV Prose, and Latin III/IV Poetry exams, there are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The Latin V-VI exam contains two Latin passages as the basis for questions on grammar, comprehension, historical background, classical literature, and literary devices.

The philosophy of the National Latin Exam is predicated on providing every Latin student the opportunity to experience a sense of personal accomplishment and success in his or her study of the Latin language and culture. This opportunity exists for all students since, in the National Latin Exam, they are not competing with their fellow students on a comparative basis, but are evaluated solely on their own performance on the exam. The basic purposes of the NLE are to promote the study of Latin and to encourage the individual student.¹²

The test will be administered to students in the Spring.

Through teacher-based teams (TBTs), data is shared across grade levels. As a part of the Ohio 5-Step Process, formative assessment is analyzed by TBTs, which meet every week to discuss data and share ideas. The TBTs process is evaluated each month by administrators during leadership team meetings. Feedback is given to all TBTs, and data is analyzed for growth purposes.


That data is the basis of professional development. The TBTs process is then reviewed by the Principal and Vice Principal in efforts to ensure where additional training is needed. The process for developing formative assessments is a part of the professional development plan offered to teachers. Formative Assessments is one of the topics scheduled for professional development for NOCA staff.

NOCA will share data across the school and with parents/guardians via email, the website, and information sent home to parents. NOCA may use an

¹² https://nle.org/exams.html#exams_information (accessed 12 September 2018)

online grading platform such as Infinite Campus. Data will be shared with teachers at planning meetings and during professional development that will include intra and inter-grade meetings to allow teachers to vertically plan (further ensuring that skills are taught and reinforced from grade to grade) and collaborate to meet the needs of specific students. If data is unacceptable across classes, grade levels, or within the entire school, the instruction method, curriculum alignment, rigor, and use of resources are monitored and discussed by the members of the teams accordingly. Weekly and bi-weekly check-ins for improvement occurs and is reviewed within meetings. The data will inform the need for any spiraling within the unit or pacing guides, re-teaching within the unit or pacing guides, or the elimination or addition of content by classroom/content/grade level or school in the curriculum.

Data will be shared with Hillsdale College and the Barney Charter School Initiative (BCSI). NOCA will benefit from a strong, ongoing working relationship with Hillsdale College. The College will instruct and guide administrators and teachers, design the curriculum, and provide coaching and support. Along with the BCSI director, associate and assistant directors, and select Hillsdale College professors, the College also enlists the services of additional experienced teachers in classical education to conduct teacher training. These sessions and workshops are conducted during the summer months, and Hillsdale personnel also offer assistance during the school year.


 Non-Academic Measures	6.5	4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.
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Northwest Ohio Classical Academy will administer a parent, teacher, and student survey annually, to evaluate satisfaction and support. Any indicating metric approval rates of less than 80% will be brought to the Board's attention. Monitoring student opinions about academic progress, environment, teachers, support structure, and education program provide the data needed to provide an optimal model. Information from surveys assists leadership and teachers in making decisions about how to adjust the services and programs offered to assure that each student is performing to his or her maximum potential. The school goal is to provide an environment that supports teaching continuously. To assist in gauging this measure, statistics will be gathered and evaluated from an annual teacher survey. At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. Parents can also provide feedback during parent-teacher conferences, parent-teacher organization meetings, and during their attendance at Board meetings.

Additionally, the school will measure and evaluate other non-academic statistics including year-to-year student enrollment figures and student daily attendance averages.

8.1 Organization and Staffing

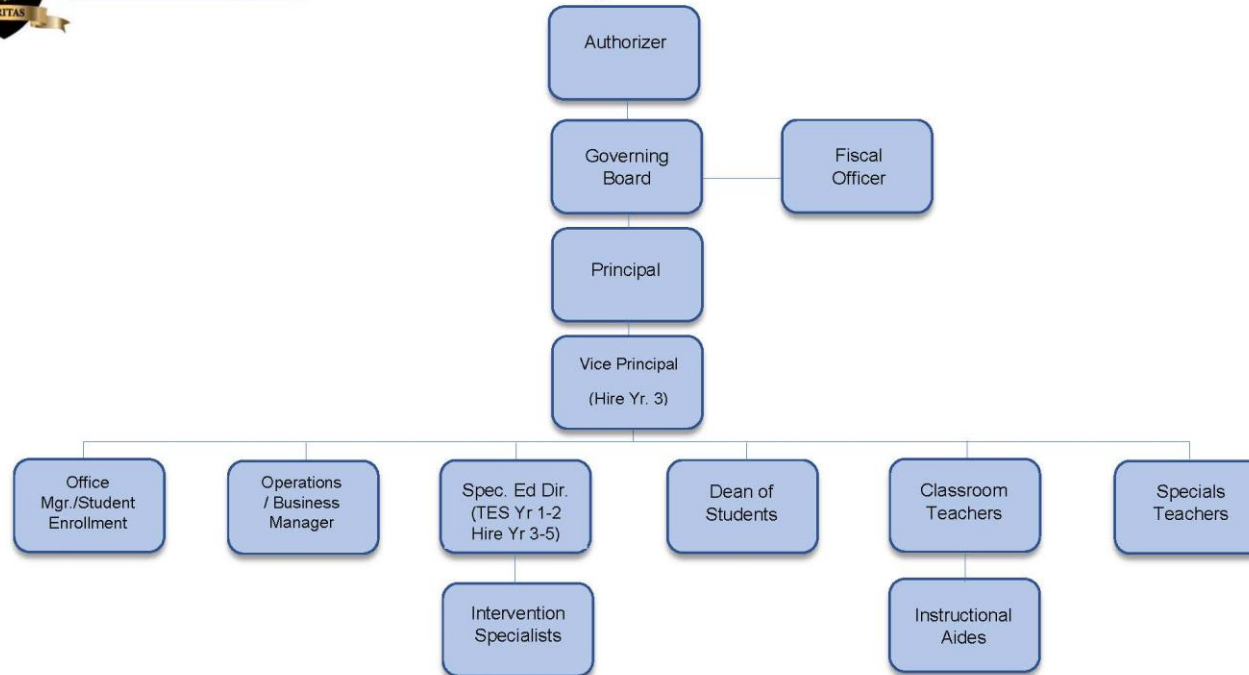
Personnel and understanding of roles and are responsibilities are critical for successful school operation. Please provide strong evidence and specific

<p>details to address the items below.</p>		
 Organizational Chart	<p>8.1</p>	<p>1) Provide the school’s organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).</p>



NORTHWEST OHIO
CLASSICAL ACADEMY

2019-2020 Organizational Chart




Fiscal Officer Services provided by Skoda and Minotti

CCIP and EMIS reporting provided by Educational Empowerment Group

Special Education Services provided by Total Education Solutions

The accompanying job descriptions for each position are included in Attachment 5 to the Application.

 Recruitment and Retention Plan	8.1	<p>2) Describe the plan to recruit and retain highly qualified personnel including how the school will meet the goals identified in Ohio’s 2015 Plan for Equity at ODE’s website at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Teacher-Equity-Plan-and-EDHEE-Analysis-Tool/Ohio-s-2015-Plan-to-Ensure-Equitable-Access-to-Excellent-Educators102615.pdf.aspx.</p>
<p>Northwest Ohio Classical Academy (NOCA) will recruit teachers from across the country to implement the classical education model. To meet the goals identified in Ohio’s 2015 Plan to Ensure Equitable Access to Excellent Educators, the school will employ Highly Qualified Teachers at ratios that meet or exceed the requirements set by the Ohio Department of Education. NOCA will ensure that its low income and minority students have equitable access to excellent educators, by implementing measures that align with Ohio’s identified four main strategies:</p> <ol style="list-style-type: none"> 1. Strengthen educator preparation; 2. Target hiring and deployment barriers; 3. Improve teaching and learning conditions; and 4. Provide data to encourage strategic staffing and educator development. <p>To prevent “ineffective teachers,” The Principal will design and deliver high-quality professional development activities to instructional staff focused around instructional methods, data-driven decisions based upon formative and summative assessments, and the RLT team. Teachers will engage in leadership opportunities throughout the building in order to promote commitment to the school and the students.</p> <p>The school will provide early hiring timelines to help assure effective and qualified teachers are hired.</p> <p>Recruitment</p> <p>The school is committed to making hiring decisions that are based on finding the best possible, highly qualified teachers that believe in classical education and the school mission, vision and goals. The school will engage in the search for experienced and Highly Qualified Teachers through avenues such as Job and Career Fairs focused specifically on highly qualified educators, online searches and recruiting methods, partnerships with local colleges and universities, and through word of mouth from teachers at other classical education schools. NOCA teachers must be certified as required by law. Combinations of new classically-trained teachers with very experienced teachers will create a diverse and exciting team. For those teachers hired directly from college, the ideal candidate would possess a strong academic record, experience in leadership, and who matriculated from a classical school or a school with a strong liberal arts education. The ideal candidate would be an instructor who can think outside of the box. As a classical school, a teaching staff that includes some classical background training or experience will be necessary to succeed. All teachers are expected to hold an expert command of their subjects, classrooms, and teaching methods. This process is no small task. NOCA’s partnership with Barney Charter School Initiative (BCSI) will also assist NOCA in recruitment efforts. Summer teacher training, through BCSI, will provide support to the teachers while offering a comfortable and friendly environment for staff to compare notes and cultivate a sense of community and purpose. All faculty and staff must also be models of the virtuous citizen</p>		

that NOCA is expecting the children to emulate.

The Board, in consultation with its Principal and Hillsdale College, will consider whether to implement a bonus/merit pay system. All available job postings are listed through the ODE website and other select online educational job posting forums, publications, and through community and organizational job boards, if applicable. The school seeks to recruit qualified candidates that help reflect the demographic profile of the students and places job postings in target community areas with diverse populations.

In the process of hiring, qualified candidates are screened by a building level team that typically includes the Principal, Vice Principal, and a similar content area instructor, if possible/applicable. Candidates are interviewed and evaluated using a common interview questionnaire and the individual results of the interview team are compared. Candidates are asked to provide references upon interviewing, which may be contacted for further input either before or after the first formal interview. Before offering a position to a candidate, likely hires are asked to tour the building and shadow for at least one academic session. This real-time interaction better ensures that the candidate is a good fit for the position as the candidate can examine how the school operates while the leadership team can observe how the candidate interacts with students and other staff.


All candidates and hires are evaluated to determine if they can adequately meet the requirements of the position outlined in the above sections. Additionally, all teaching hires must have a valid Ohio teaching license and all employees must possess a clean FBI, BCII background checks completed before taking the job.

Retention

To retain high-quality personnel, the school is committed to utilizing professional development programs that are appropriate for NOCA's model of teaching. As most professional development programs are designed for the traditional setting, the school will often adapt ideas from existing models to emphasize the core needs. Typically, professional development focuses on improving leadership skills for teachers, modeling best practices for students, and mentoring.

Further, The Principal, Vice Principal, and the LPDC building chairperson meet regularly with all teachers whose licenses fall under the Residency Program for new educators. Additional support and information for any teachers under these residency license requirements is available through the compliance consultant employed by the charter management organization. All teachers whose licenses fall under the residency license requirements will be provided with a trained mentor that follows the protocols for the Resident Educator Program.

All staff members are hired at competitive salaries with the opportunity to participate in a sound health insurance program and make contributions to STRS/SERS. All staff is given the opportunity to earn additional paid time off (PTO) by volunteering time for covering events and activities that fall outside the bounds of the normal workday. PTO is issued at the discretion of the Principal. Staff members are also encouraged to maintain open lines of communication with the building administration. The school practices an open-door policy where the building leadership avails themselves to staff to discuss any suggestions or concerns that could help improve the School and its students.

 Student/Teacher Ratios	8.1	3) State the student/teacher ratios for the school. <i>Ratios can be no more than 29 students to 1 teacher (29:1).</i>
The student/teacher ratio will be no higher than 29 to 1.		

Attachment 6.3b1_NOCA ScopeSequence

Preface to the Scope and Sequence:

The following pages outline the Barney Charter School Initiative's Scope and Sequence for each of the major subjects from Kindergarten through 12th grade. Portions of this work are based on the [Core Knowledge® Sequence](#), an original work of the [Core Knowledge® Foundation](#) made available through licensing under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

The BCSI Scope and Sequence differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math, though changes are not limited to these subjects. In Literacy the BCSI Scope and Sequence is based on the Riggs Institute's *Writing and Spelling Road to Reading and Thinking* as supplemented and modified by Access Literacy, LLC. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the *Well-Ordered Language* series and curriculum from Singapore Math. The Barney Charter School Initiative has provided a scope and sequence for Latin from grades 6-9 and for all required subjects in grades 9-12.

The BCSI Scope and Sequence includes resource recommendations for teachers to pair with the listed subject matter. In Mathematics, Literature, Literacy, and Grammar, these resources are directly paired to the scope and sequence items, and fidelity to the curriculum requires that these resources be followed quite closely. In Science, History, Visual Arts, and Music, however, these resources should be viewed as aids to teaching the curriculum, but not as the curriculum itself. Teachers need not employ all of a given science textbook, for example, and fidelity to the curriculum requires that teachers of these subjects use discretion to teach each topic from the BCSI Scope and Sequence using the best available resources appropriate to students' grade level.

The BCSI Scope and Sequence as presented here is intended to offer grade-level guidance based upon the average or slightly-better-than average performance of students in a mature school. In skill-based subject areas (especially Literacy and Math), this guidance may need to be tailored for a specific school or student. New schools, for example, will need to follow special recommendations for teaching literacy, and all schools are likely to have some students working a year or more behind the BCSI Scope and Sequence in Math.

Kindergarten

I. Phonics & Literacy

Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I, Teacher's Edition from the Riggs Institute
- Box of Phonogram Cards, Riggs Institute
- *Update/Enhancement Packet* from Access Literacy
- Kindergarten Scope & Sequence (Access Literacy) provided at training
- *The ABC's and All Their Tricks* from the Riggs Institute
- Wall Charts from the Riggs Institute
- *Primary Phonics*, sets 1, 1A, 2, 2A, 3-6, by Barbara Makar

- a. 1st Quarter: Introducing the Written Form and All Sounds for the 26 Letters of the Alphabet
 - ◆ Week 1: Classroom setup, oral phonemic awareness components
 - ◆ Week 2: Handwriting readiness—finger tracing the clock stroke
 - ◆ Week 3: Practicing writing habits and pencil grip
 - ◆ Week 4: Teaching the sounds and writing the first clock letters
 - ◆ Week 5: Practice to mastery the clock letters, spacing, begin decoding
 - ◆ Week 6: Line letter formation
 - ◆ Week 7: Introducing the concept of the basic code for spelling and reading with clock letters
 - ◆ Week 8: Practicing to automaticity—writing, spelling, and reading in the basic code
 - ◆ Week 9: Practicing to mastery phonograms 1-26
- b. 2nd Quarter: Capital Letters; Writing and Spelling to Reading Instruction
 - ◆ Weeks 10-12: Capital letter formation & working toward automaticity with the basic code
 - ◆ Week 13: Introducing the first spelling/vocabulary words and dictated sentence
 - ◆ Week 14: Expanding the code—adding multi-letter phonograms and spelling rules
 - ◆ Weeks 15-16: Formal grammar with introduction of the concept of verb

- ◆ Week 17: Expanding the code—adding silent final ‘e’ job #1 and concept of noun
 - ◆ Week 18: Practice/review/assessments—working towards automaticity
- c. 3rd-4th Quarter: Transition into Level I Manual
- ◆ Spelling Lessons: begin spelling lessons from the Level I Manual, starting with Lesson #20. By omitting “Basic Code” words and words already taught, you may be able to teach one lesson a day.
 - ◆ Review and practice previously taught words for both spelling and reading, working toward automaticity/speed.
 - ◆ Formal reading *Primary Phonics* by Barbara Makar: Following the end of 2nd Quarter assessment, determine which students are ready to begin Primary Phonics Set 1 and 1a readers. There are 20 books that stay within the basic code that include several words that have been taught in spelling. Track the completion of each book in a set. Students should read aloud each book in the set with supervision to ensure accuracy.
 - ◆ New spelling patterns: Introduce new phonograms until all 71 phonograms have been taught. The following order of the phonograms will prepare students for decoding words in Primary Phonics Set 2. Continue to review those previously taught that are not yet mastered.

Week 19—	ck, wh	Week 27—	aw, au
Week 20—	ai, oo	Week 28—	ew, eu
Week 21—	oa, ea	Week 29—	ur, ir, ei
Week 22—	oe, ie	Week 30—	ed, ui, eigh
Week 23—	oy, oi	Week 31—	igh, kn, gn
Week 24—	ey, dge	Week 32—	wr, ph, tch
Week 25—	ng, ch	Week 33—	ti, si, ci
Week 26—	wor, ear	Week 34—	ough
 - ◆ Sentence writing instruction will come up in the Riggs Level I Manual. As part of practice for newly introduced words, students will independently generate a new sentence for each new word. This transitions students from the teacher giving dictated sentences for review of words to student generated sentences to demonstrate using and practice fluency for writing and spelling. Struggling students may need more support for this transition.

II. Literature

Resources:

- Listen, My Children (Kindergarten), Core Knowledge Foundation
- What Your Kindergartener Needs to Know, Core Knowledge Foundation
- *The Children's Book of Virtues*, William J. Bennett

a. Poetry

Listen, My Children: Poems for Kindergarteners

◆ Traditional Poems:

A Diller, A Dollar
Baa, Baa, Black Sheep
Diddle, Diddle, Dumpling
Early to Bed
Georgie Porgie
Hey Diddle Diddle
Hickory, Dickory, Dock
Hot Cross Buns
Humpty Dumpty
It's Raining, It's Pouring
Jack and Jill
Jack Be Nimble
Jack Sprat
Ladybug, Ladybug
Little Bo Peep
Little Boy Blue
Little Jack Horner
Little Miss Muffet
London Bridge Is Falling Down
Mary, Mary, Quite Contrary
Old King Cole
Old Mother Hubbard
One, Two, Buckle My Shoe
Pat-a-Cake
Rain, Rain, Go Away
Ride a Cock-Horse

Ring Around the Rosey
Rock-a-bye, Baby
Roses Are Red
See-Saw, Margery Daw
Simple Simon
Sing a Song of Sixpence
Star Light, Star Bright
There Was a Little Girl
There Was an Old Woman Who Lived in a Shoe
This Little Pig Went to Market
Three Blind Mice

- ◆ Other Poems, Old and New
 - April Rain Song, Langston Hughes
 - Happy Thought, Robert Louis Stevenson
 - I Do Not Mind You, Winter Wind, Jack Prelutsky
 - Mary Had a Little Lamb, Sara Josepha Hale
 - The More It Snows, A.A. Milne
 - My Nose, Dorothy Aldis
 - Rain, Robert Louis Stevenson
 - Three Little Kittens, Eliza Lee Follen
 - Time to Rise, Robert Louis Stevenson
 - Tommy, Gwendolyn Brooks
 - Twinkle Twinkle Little Star, Jane Taylor

b. Fiction

- ◆ Stories
 - The Children's Book of Virtues*
 - The Little Red Hen
 - What Your Kindergartener Needs to Know*
 - The Bremen Town Musicians, Brothers Grimm
 - Chicken Little (also known as "Henny-Penny")
 - Cinderella, Charles Perrault
 - Goldilocks and the Three Bears
 - How Many Spots Does a Leopard Have
 - King Midas and the Golden Touch

The Legend of Jumping Mouse
Little Red Riding Hood
Momotaro: Peach Boy
Snow White and the Seven Dwarfs
The Three Billy Goats Gruff
The Three Little Pigs
A Tug of War
The Ugly Duckling, Hans Christian Andersen
The Velveteen Rabbit, Margery Williams
Selections from *Winnie-the-Pooh*, A.A. Milne
The Wolf and the Kids, Brothers Grimm

◆ Aesop's Fables

The Children's Book of Virtues

The Lion and the Mouse

The Hare and the Tortoise

What Your Kindergartener Needs to Know

The Grasshopper and the Ants

The Dog and His Shadow

◆ American folk heroes and tall tales

American Tall Tales

Johnny Appleseed

Davy Crockett

What Your Kindergartener Needs to Know

Casey Jones

◆ Literary Terms: author, illustrator

c. Sayings and Phrases:

What Your Kindergartener Needs to Know

A dog is man's best friend.

April showers bring May flowers.

Better safe than sorry.

Do unto others as you would have them do unto you.

The early bird gets the worm.

Great oaks from little acorns grow.

Look before you leap.
A place for everything and everything in its place.
Practice makes perfect.
Raining cats and dogs
Where there's a will there's a way.

III. History and Geography

Resources:

- Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks (available in PDF as part of the Core Knowledge Language Arts resources at coreknowledge.org):
 - o *Native Americans*
 - o *Columbus and the Pilgrims*
 - o *Colonial Towns and Townspeople*
 - o *Presidents and American Symbols*
- *Kids' World Atlas: A Young Person's Guide to the Globe* (Picture Window Books World Atlases), Karen Foster
- *A History of the United States and Its People*, Edward Eggleston
- *North American Indians*, Marie and Douglas Gasline
- *Christopher Columbus*, Ingri and Edgar Parin D'Aulaire
- *Christopher Columbus: Explorer* (Spirit of America, Our People series), Judy Adler
- *The Thanksgiving Story*, Alice Dalgliesh
- *The Fourth of July Story*, Alice Dalgliesh
- *George Washington*, Cheryl Harness
- *A Picture Book of Thomas Jefferson*, David Adler
- *Abraham Lincoln*, Amy L. Cohn and Suzy Schmidt
- *You're on Your Way, Teddy Roosevelt*, Judith St. George
- *Rushmore: Monument for the Ages*, Lynn Curlee
- *The Story of the Statue of Liberty*, Betsy and Giulio Maestro

a. Geography: Spatial Sense

- ◆ Maps and globes: what they represent, how we use them
- ◆ Rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- ◆ Locate the Atlantic and Pacific Oceans
- ◆ Locate the North and South Poles

b. An Overview of the Seven Continents

- ◆ Identify and locate the seven continents on a map and globe

c. Local Geography

- ◆ Name and locate the town, city, or community, as well as the state where you live
- ◆ Locate North America, the continental United States, Alaska, and Hawaii

- d. Native American Peoples, Past and Present
 - ◆ Become familiar with the people and ways of life of at least one Native American tribe or nation, including:
 - How they lived
 - What they wore and ate
 - The homes they lived in
 - Their beliefs or stories
 - The current status of the tribe or nation
- e. Early Exploration and Settlement
 - ◆ The Voyage of Columbus in 1492
 - Queen Isabella and King Ferdinand of Spain
 - The Niña, Pinta, and Santa Maria
 - Columbus’s mistaken identification of “Indies” and “Indians”
 - The idea of what was, for Europeans, a “New World”
 - ◆ The Pilgrims: The Mayflower, Plymouth Rock, Thanksgiving Day
- f. Independence Day, July 4
 - ◆ The “birthday” of our nation
 - ◆ Declaration of Independence
 - ◆ Democracy: Americans wanted to rule themselves instead of being ruled by a faraway king.
- g. Presidents, Past and Present
 - ◆ George Washington: the “Father of Our Country”; legend of George Washington and the cherry tree
 - ◆ Thomas Jefferson: author of the Declaration of Independence
 - ◆ Abraham Lincoln: humble origins, “honest Abe”
 - ◆ Theodore Roosevelt
 - ◆ Current president
- h. Symbols and Figures: recognize and become familiar with the significance of
 - ◆ American flag
 - ◆ Statue of Liberty
 - ◆ Mount Rushmore
 - ◆ The White House

IV. Mathematics

Resources:

- Essential Math, Kindergarten A, Singapore Mathematics
- Essential Math, Kindergarten B, Singapore Mathematics

Fall Semester –

- Same
- Different
- Sets
- Count to 5
- Numbers to 5
- Numbers to 10
- Number Order
- Shapes
- Patterns
- Length
- Size
- Weight
- Capacity
- Equal Sets
- More
- Less

Spring Semester –

- Compare Numbers
- Ten and Ones
- Numbers to 20
- Number Bonds
- Addition
- Counting On
- Subtraction
- Part
- Counting Back
- Addition and Subtraction
- Numbers to 40
- Ordering
- Time
- Numbers to 100
- Even/Odd
- Fractions

V. Science

Teacher Resources:

- Science Explorer series (Teachers Editions): *Animals, Electricity and Magnetism, Environmental Science, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate*
- *The Wright Brothers: Pioneers of American Aviation*, Quentin Reynolds

Read-aloud Resources:

- *A Man for All Seasons: The Life of George Washington Carver*, Stephen Krensky
- *A Weed is a Flower*, Aliko
- About series, Cathryn Sill (*Amphibians, Arachnids, Birds, Crustaceans, Fish, Hummingbirds, Insects, Mammals, Marsupials, Mollusks, Penguins, Raptors, Reptiles, Rodents*)
- About Habitats series, Cathryn Sill (*Deserts, Grasslands, Mountains, Oceans, Wetlands*)
- *Four Seasons Make a Year*, Anne Rockwell
- *From Seed to Plant*, Gail Gibbons
- *Horses*, Gail Gibbons and Corey Pierno
- *How Animals Hide*, Robert M. McClung
- *How Do Birds Find Their Way?*, Rona Gains
- *Jane Goodall*, William Rice
- *Life in Ponds and Streams*, William Hopkins Amos
- *My Brothers' Flying Machine: Wilbur, Orville, and Me*, Jane Yolen
- *My Five Senses*, Aliko
- *Our Seasons*, Grace Lin and Ranida T. McKneally
- *Rabbits, Rabbits, & More Rabbits*, Gail Gibbons
- *Seeds*, Gail Gibbons
- *Snowflake Bentley*, Jacqueline Briggs Martin
- *The Rainforest Grew All Around*, Susan K. Mitchell
- *The Seasons of Arnold's Apple Tree*, Gail Gibbons
- *The Watcher: Jane Goodall's Life With the Chimps*, Jeanette Winter
- *Tricks Animals Play*, Jan Clarkson
- *Tropical Rainforests*, Seymour Simon
- *Weather Forecasting*, Gail Gibbons
- *Weather Words and What They Mean*, Gail Gibbons

a. Plants and Plant Growth

- ◆ What plants need to grow: sufficient warmth, light, and water
- ◆ Basic parts of plants: seed, root, stem, branch, leaf
- ◆ Plants make their own food
- ◆ Flowers and seeds: seeds as food for plants and animals (e.g., rice, nuts, wheat, corn)
- ◆ Two kinds of plants: deciduous and evergreen

- ◆ Farming
 - How some food comes from farms as crops
 - How farmers must take special care to protect their crops from weeds and pests
 - How crops are harvested, kept fresh, packaged, and transported for people to buy and consume
 - ◆ Biography: George Washington Carver (botanist/discovered ways to keep soil rich)
- b. Animals and Their Needs
- ◆ Animals, like plants, need food, water, and space to live and grow
 - ◆ Plants make their own food, but animals get food from eating plants and other living things
 - ◆ Offspring are very much (but not exactly) like their parents
 - ◆ Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young
 - ◆ Pets have special needs and must be cared for by their owners
 - ◆ Biography: Jane Goodall (studied chimpanzees)
- c. The Human Body
- ◆ The five senses and associated body parts: sight, eyes; hearing, ears; smell, nose; taste, tongue; touch, skin
 - ◆ Taking care of your body: exercise, cleanliness, healthy foods, rest
- d. Introduction to Magnetism
- ◆ Identify familiar everyday uses of magnets (e.g., in toys, in cabinet locks, in “refrigerator magnets,” etc.)
 - ◆ Classify materials according to whether or not they are attracted by a magnet
- e. Seasons and weather
- ◆ The four seasons
 - ◆ Characteristic local weather patterns during the different seasons
 - ◆ The sun: source of light and warmth
 - ◆ Daily weather changes:
 - Temperature, using a thermometer
 - Clouds, rainfall, rainbows, how rainfall effects condition of ground (desert, rain forest, etc.)

Thunderstorms: lightning, thunder, hail, safety during thunderstorms

Snow and snowflakes, blizzard

- ◆ Biography: Wilson Bentley (photographer of snowflakes)
- ◆ Biography: Wilbur and Orville Wright (made first airplane)

f. Taking Care of the Earth

- ◆ Conservation: some natural resources are limited, so people must be careful not to use too much of them (e.g., logging and reforestation)
- ◆ Practical measures for conserving energy and resources (e.g., turning off unnecessary lights, tightly turning off faucets, etc.)
- ◆ Some materials can be recycled (e.g. aluminum, glass, paper)
- ◆ Pollution (e.g. littering smog, water pollution) can be harmful, but if people are careful they can help reduce pollution.

VI. Art

Resources:

- Art Resources (Kindergarten), Core Knowledge Foundation
- Text Resources for Kindergarten, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia:
 - *Diego Rivera*
 - *Henri Matisse*
 - *Mary Cassatt*
 - *Pablo Picasso*
 - *Paul Gauguin*
 - *Pieter Bruegel*
 - *Winslow Homer*

a. Elements of Art

◆ Color

Observe how colors can create different feelings and how certain colors can seem “warm” or “cool”

Observe the use of color in

The Hunters in the Snow, Pieter Bruegel

Blue Atmosphere, Helen Frankenthaler

Tahitian Landscape, Paul Gauguin

Le Gourmet, Pablo Picasso

◆ Line

Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
Observe different kinds of lines in

Tuning the Samisen, Katsushika Hokusai

Purple Robe and Anemones, Henri Matisse

People and Dog in the Sun, Joan Miró

b. Sculpture

- ◆ Recognize and discuss the following as sculptures

Northwest American Indian totem pole

Statue of Liberty

- ◆ Mobiles: Alexander Calder's *Lobster Trap and Fish Tail*

c. Looking at and Talking about Works of Art

- ◆ Observe and talk about

Children's Games, Pieter Bruegel

The Bath, Mary Cassatt

Snap the Whip, Winslow Homer

Mother's Helper, Diego Rivera

The Banjo Lesson, Henry O. Tanner

VII. Music

Resources:

- The Core Knowledge Music Collection, Preschool and Kindergarten Music CD Set
- Text Resources for Kindergarten, Core Knowledge Foundation

a. Elements of Music:

- ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat; begin to play a steady beat.

Recognize that some beats have accents (stress).

Move responsively to music.

Recognize short and long sounds.

Discriminate between fast and slow.

Discriminate between obvious differences in pitch: high and low.

Discriminate between loud and soft.

Recognize that some phrases are the same, some different.
Sing unaccompanied, accompanied, and in unison.

b. Listening and Understanding

- ◆ Recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, drum
- ◆ Become familiar with the following works:
Edvard Grieg, “Morning” and “In the Hall of the Mountain King” from *Peer Gynt*
Victor Herbert, “March of the Toys” from *Babes in Toyland*
Richard Rodgers, “March of the Siamese Children” from *The King and I*
Camille Saint-Saëns, *Carnival of the Animals*

c. Songs

The Bear Went Over the Mountain
Bingo
The Farmer in the Dell
Go In and Out the Window
Go Tell Aunt Rhody
Here We Go Round the Mulberry Bush
The Hokey Pokey
Hush Little Baby
If You’re Happy and You Know It
Jingle Bells
John Jacob Jingleheimer Schmidt
Kumbaya
London Bridge
Old MacDonald Had a Farm
Row, Row, Row Your Boat
This Old Man
Twinkle Twinkle Little Star
The Wheels on the Bus

Kindergarten Curriculum Map

	August-September	October	November	December	January	February	March	April	May
Math (Essential Mathematics)	Units 1-5 (K-A)	Units 6-9 (K-A)	Units 10-13 (K-A)	Units 14-16 (K-A)	Units 17-19 (K-B)	Units 20-23 (K-B)	Units 24-26 (K-B)	Units 27-29 (K-B)	Units 30-32 (K-B)
Literature (include approx. 5 poems per month)	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Kids Aesop's Fables	Red Riding Hood Legend of Jumping Mouse King Midas	Velveteen Rabbit	Tortoise and the Hare How many spots? A Tug of War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling Johnny Appleseed	Winnie-the-Pooh
Phonics & Literacy (Riggs) <i>* Includes Grammar and Composition</i>	Weeks 1-6, Kindergarten Scope and Sequence	Weeks 7-11, Kindergarten Scope and Sequence	Weeks 12-15, Kindergarten Scope and Sequence	Weeks 16-18, Kindergarten Scope and Sequence	3 words per day; Phonograms ck, wh, ai, oo, oa, ea, oe, ie	3 words per day; Phonograms oy, oi, ey, dge, ng, ch, wor, ear, aw, au	3 words per day; Phonograms ew, eu, ur, ir, ei, ed, ui, eigh	3 words per day; Phonograms igh, kn, gn, wr, ph, tch, ti, si, ci	3 words per day; Phonograms ough
Science	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
History & Geography	Basic Geography and Maps Seven Continents Color	Native Americans Past and Present Color	Columbus Pilgrims Line	George Washington Line	July 4 Thomas Jefferson Sculpture	Abraham Lincoln Bruegel Cassatt	American Flag White House Homer	Theodore Roosevelt Statue of Liberty Rivera	Mount Rushmore Current President Tanner
Music	Basic Elements 2 songs	Basic Elements 2 songs	Instruments 2 songs	Instruments 2 songs	Peer Gynt 2 songs	March of the Toys 2 songs	March of the Siamese 2 songs	Carnival of the Animals 2 songs	Review elements 2 songs

First Grade

I. Phonics & Literacy

Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I, Riggs Institute
- Box of Phonogram Cards, Riggs Institute
- *Update/Enhancement Packet* from Access Literacy
- *Wall Charts* (Get ½ of the box from your K teacher)
- *The ABC's and All Their Tricks*, Margaret Bishop
- *Primary Phonics*, Barbara Makar
- Stevenson's Supplemental Readers 1-20
- Texts for reading practice at increasing levels of difficulty (ex. *Go Dog Go*, *Mrs. Brice's Mice*, *Owls Home*, *Frog & Toad* books, etc.)
- *Test Lessons in Primary Reading*, McCall-Harby
- *Test Lessons in Primary Reading* (Teacher's Edition), McCall-Harby
- *My English Orthography Notebook*, Access Literacy

- a. **New Schools:** In the first year of a school, 1st grade teachers should begin with Lesson 1 of the Level I manual and proceed at a pace of approximately three lessons per week, or one spelling-vocabulary list every three-four weeks, through the entire year.
- b. **Other Schools:** After a school is established, most first-grade students will be well acquainted with the Level I program from Kindergarten. To begin the new school year, teachers should take two weeks to review handwriting, phonograms, and the Kindergarten words. Then teachers should assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of approximately three lessons per week and one spelling-vocabulary list every three to four weeks, through the entire year. Teachers should aim to finish list 11 or 12, though progress may go slightly faster or slower.
- c. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.

II. Literature

Resources:

- Text Resources, Grade 1, Core Knowledge Foundation
- Listen, My Children, First Grade, Core Knowledge Foundation
- What Your First Grader Needs to Know, Core Knowledge Foundation
- *The Children’s Book of Virtues*, William J. Bennett
- *American Tall Tales*
- *The House at Pooh Corner*, A.A. Milne
- *Pinocchio*, Carlo Collodi

a. Poetry

Listen, My Children: Poems for First Graders

◆ Poems:

Hope, Langston Hughes

I Know All the Sounds the Animals Make, Jack Prelutsky

My Shadow, Robert Louis Stevenson

The Owl and the Pussycat, Edward Lear

The Pasture, Robert Frost

The Purple Cow, Gelett Burgess

Rope Rhyme, Eloise Greenfield

Sing a Song of People, Lois Lenski

Solomon Grundy, traditional

The Swing, Robert Louis Stevenson

Table Manners (also known as “The Goops), Gelett Burgess

Thanksgiving Day (“Over the river and through the wood”), Lydia Maria Child

Washington, Nancy Byrd Turner

Wynken, Blynken, and Nod, Eugene Field

b. Fiction

◆ Novels

Pinocchio, by Carlo Collodi

The House at Pooh Corner, A.A. Milne

◆ Stories

The Children’s Book of Virtues

The Boy and the Dike

The Boy Who Cried Wolf

Indian Cinderella

What Your First Grader Needs to Know

The Frog Prince

Hansel and Gretel

How Anansi Got Stories from the Sky God

It Could Always Be Worse

Jack and the Beanstalk

The Knee-High Man

Medio Pollito

The Pied Piper of Hamelin

The Princess and the Pea

Puss-in-Boots

Rapunzel

Rumpelstiltskin

Sleeping Beauty

Issun Boshi

Tom Thumb

Why the Owl Has Big Eyes

The Tale of Peter Rabbit, Beatrix Potter

Text Resources, Grade 1

Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)

◆ Aesop's Fables:

The Children's Book of Virtues

The Boy Who Cried Wolf

What Your First Grader Needs to Know

The Dog in the Manger

The Wolf in Sheep's Clothing

The Maid and the Milk Pail

The Fox and the Grapes

The Goose and the Golden Eggs

◆ Different Lands, Similar Stories

Text Resources, Grade 1, Core Knowledge Foundation

Lon Po Po

Little Red Riding Hood

Thumbelina

Little Finger of the Watermelon Patch

The Egyptian Cinderella

The Korean Cinderella

Yeh-Shen: A Cinderella Story from China

The Children's Book of Virtues

The Indian Cinderella

◆ Literary Terms

Characters, heroes, heroines

Drama: actors, actresses, costumes, scenery, props, theater, stage, audience

c. Sayings and Phrases:

What Your First Grader Needs to Know

A.M. and P.M.

An apple a day keeps the doctor away.

Do unto others as you would have them do unto you.

Fish out of water

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod

Let the cat out of the bag.

The more the merrier.

Never leave till tomorrow what you can do today.

Practice makes perfect.

Sour grapes

There's no place like home.

Wolf in sheep's clothing

III. History and Geography

Teacher Resources:

- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- *A History of US, Book 1: The First Americans*, Joy Hakim

Read-aloud Resources:

- Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks (available in PDF as part of the Core Knowledge Language Arts resources at coreknowledge.org):
 - o *Early World Civilizations*
 - o *Early American Civilizations*
 - o *A New Nation: American Independence*
 - o *Frontier Explorers*
- Various trade publications, including:
 - o *A Visit to Egypt*, Peter and Connie Roop
 - o DK Eyewitness Books (useful as a visual aid)
 - o *And Then What Happened, Paul Revere?*, Jean Fritz
 - o *The Inca Empire*, Sandra Newman
 - o *The Story of the Liberty Bell*, Natalie Miller
 - o *Tomie dePaola's Book of Bible Stories*, Tomie dePaola
 - o *Muhammad*, Demi

Fall Semester –

a. Geography

◆ Spatial Sense:

Name your continent, country, state, and community

Understand map keys, legends, and symbols

Understand North, South, East, and West on a map

Identify major oceans: Pacific, Atlantic, Indian, Arctic

Identify seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia

Locate: Canada, United States, Mexico, and Central America

Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, and South Pole

◆ Geographical Terms and Features: peninsula, harbor, bay, island

b. Early World Civilizations

◆ Mesopotamia: The “Cradle of Civilization”

Importance of Tigris and Euphrates Rivers

Development of writing, why writing is important to the development of civilization

Code of Hammurabi, why rules and laws are important to the development of civilization

- ◆ Ancient Egypt
 - Geography: Africa, Sahara Desert
 - Importance of Nile River, floods, and farming
 - Pharaohs: Tutankhamen, Hatshepsut
 - Pyramids and mummies, animal gods, Sphinx
 - Writing: Hieroglyphics

c. History of World Religions

- ◆ Judaism
 - Belief in one God
 - Israel, Chanukah, Star of David, Torah, synagogue
 - Important stories: Noah and the Flood, Exodus, 10 Commandments, David and Goliath
- ◆ Christianity
 - Christianity grew out of Judaism
 - Jesus, meaning of “messiah”
 - Christmas and Easter, symbol of the cross
 - Important stories: Nativity, Visit of the Magi, Feeding of the 5000, Good Samaritan, Death and Resurrection
- ◆ Islam
 - Originated in Arabia, spread worldwide
 - Followers are called Muslims
 - Allah, Muhammad, Makkah, Qur’an, mosque
 - Symbol of crescent and star (found on the flags of many mainly Islamic nations)
 - Important stories: Early life of Muhammad, Revelation to Muhammad, Night Journey, Flight from Mecca

d. Modern Civilization and Culture: Mexico

- ◆ Geography:
 - North American continent, locate Mexico relative to Canada and the US
 - Central America, Yucatan Peninsula
 - Pacific Ocean, Gulf of Mexico, Rio Grande
 - Mexico City

- ◆ Culture:
 - Indian and Spanish heritage
 - Traditions: fiesta, piñata
 - National Holiday: September 16, Independence Day

Spring Semester –

a. Early People and Civilizations

- ◆ The earliest people: hunters and nomads
 - Crossing from Asia to North America (the land bridge as one possibility)
 - From hunting to farming
 - Gradual development of early towns and cities
- ◆ Early American Civilizations
 - Maya in Mexico and Central America
 - Aztecs in Mexico: Moctezuma (Montezuma), Tenochtitlan (Mexico City)
 - Inca in South America (Peru, Chile): Cities in the Andes, Machu Picchu

b. Early Exploration and Settlement

- ◆ Columbus
- ◆ The Conquistadors
 - The search for gold and silver
 - Hernan Cortes and the Aztecs
 - Francisco Pizarro and the Inca
 - Diseases devastate Native American population
- ◆ English settlers
 - The story of the Lost Colony: Sir Walter Raleigh, Virginia Dare
 - Virginia: Jamestown, Captain John Smith, Pocahontas and Powhatan
 - Slavery, plantations in Southern colonies
 - Massachusetts: Pilgrims, Mayflower, Thanksgiving Day, Massachusetts Bay Colony, the Puritans

c. The American Revolutions

- ◆ Locate the original 13 colonies
- ◆ The Boston Tea Party
- ◆ Paul Revere's ride, "One if by land, two if by sea."
- ◆ Minutemen and Redcoats, the "shot heard round the world."
- ◆ Thomas Jefferson and the Declaration of Independence

- ◆ Fourth of July
- ◆ Benjamin Franklin: patriot, inventor, writer
- ◆ George Washington: military commander, first president, Martha Washington, capital city named Washington
- ◆ Legend of Betsy Ross and the flag
- d. Early Exploration of the American West
 - ◆ Daniel Boone and the Wilderness Road
 - ◆ The Louisiana Purchase: explorations of Lewis and Clark, Sacagawea
 - ◆ Geography: Locate Appalachian Mountains, Rocky Mountains, Mississippi River
- e. Symbols and Figures: recognize and become familiar with the significance of
 - ◆ Liberty Bell
 - ◆ Current US president
 - ◆ American flag
 - ◆ Bald eagle

III. Mathematics

Resources:

- Primary Mathematics Textbooks 1A & 1B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 1A & 1B, US Edition, Singapore Mathematics
- Primary Math HOME Instructor Guides 1A & 1B, US Edition, Singapore Mathematics

Fall Semester –

- a. Numbers 0 to 10
 - ◆ Counting
- b. Number Bonds: making number stories
- c. Addition
 - ◆ Making addition stories
 - ◆ Addition with number bonds
 - ◆ Other methods of addition
- d. Subtraction
 - ◆ Making subtraction stories

- ◆ Methods of subtractions
- e. Ordinal Numbers: naming position
- f. Numbers to 20
 - ◆ Counting and comparing
 - ◆ Addition and subtraction
- g. Shapes
 - ◆ Common shapes
- h. Length
 - ◆ Comparing length
 - ◆ Measuring length
- i. Weight
 - ◆ Comparing weight
 - ◆ Measuring weight

Spring Semester –

- q. Comparing numbers
 - ◆ Comparing numbers
 - ◆ Comparison by subtraction
- r. Graphs: Picture Graphs
- s. Numbers to 40
 - ◆ Counting
 - ◆ Tens and ones
 - ◆ Addition and subtraction
 - ◆ Adding three numbers
- t. Multiplication
 - ◆ Adding equal groups
 - ◆ Making multiplication stories
 - ◆ Multiplication within 40
- u. Division: sharing and grouping
- v. Halves and quarters: making halves and quarters
- w. Time: telling time
- x. Numbers to 100
 - ◆ Tens and ones
 - ◆ Order of numbers

- ◆ Addition within 100
 - ◆ Subtraction within 100
- y. Money
- ◆ Bills and coins
 - ◆ Shopping

IV. Science

Teacher Resources:

- Science Explorer series (Teachers Editions): *Animals, Astronomy, Chemical Building Blocks, Earth's Changing Surface, Earth's Wates, Electricity and Magnetism, Environmental Science, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate*

Read-aloud Resources:

- *Edward Jenner and the Smallpox Vaccine*, Linda Ross
- *Egg to Chick*, Millicent Selsam
- *Eggs of Things*, Maxine W. Kumin and Anne Sexton
- *Living in the Arctic*, Allan Fowler
- *Manfish: A Story of Jacques Cousteau*, Jennifer Berne
- *Marshes & Swamps*, Gail Gibbons
- *More Eggs of Things*, Maxine W. Kumin and Anne Sexton
- *My Feet*, Alik
- *My Hands*, Alik
- *Pasteur's Fight Against Microbes*, Beverley Birch and Christian Birmingham
- *Plant Earth/Inside Out*, Gail Gibbons
- *Redwoods Are the Tallest Trees in the World*, David Adler
- *Sea Turtles*, Gail Gibbons and Paula Parker
- *Seeds and More Seeds*, Millicent Selsam
- *Sunken Treasure*, Gail Gibbons
- *Sun Up, Sun Down*, Gail Gibbons
- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *The Planets*, Gail Gibbons
- *Whales*, Gail Gibbons
- *Who Eats What?*, Patricia Lauber

Student Resources:

- *ScienceSaurus: A Student Handbook* (yellow softcover), Houghton Mifflin Harcourt

a. Living Things and Their Environments

- ◆ Habitats

Living things live in environments to which they are particularly suited

Specific habitats and what lives there, for example:

Forest – oak trees, squirrels, raccoons, snails, mice

Water – fish, oysters, starfish, algae

The food chain or food web: a way of picturing the relationships between living things

Animals: big animals eat little ones, etc.

Plants: nutrients, water, soil, air, sunlight

◆ Oceans and undersea life

Most of the earth is covered with water

Locate oceans: Pacific, Atlantic, Indian, Arctic

Oceans are salt water (vs. fresh water rivers and lakes)

Coast, shore, waves, tides

Currents, the Gulf Stream

Landscape of the ocean floor: mountain peaks and deep valleys

Diversity of ocean life

Dangers to ocean life (e.g. overfishing, pollution, oil spills)

Biography: Jacques Cousteau (marine biologist)

◆ Environmental change and habitat destruction: environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example:

Effects of population growth, development, pollution, litter

Floods, fires, major temperature changes (e.g. ice ages)

◆ Special classifications of animals

Herbivores, carnivores, omnivores

Extinct animals

b. The Human Body

◆ Body Systems: skeletal system, muscular system, digestive system, circulatory system, nervous system

◆ Germs, diseases, and preventing illnesses

Taking care of your body: exercise, cleanliness, healthy foods, rest

Vaccinations

◆ Biography: Edward Jenner (found a way to stop smallpox)

◆ Biography: Louis Pasteur (made milk safer to drink)

c. Matter

◆ Basic concept of atoms

◆ Names and common examples of three states of matter: solid (e.g. wood, rocks), liquid (e.g. water), gas (e.g. air, steam).

- ◆ Water as an example of changing states of matter of a single substance
- d. Properties of Matter: Measurement
 - ◆ Units of measurement:
 - Length: centimeter, inch, foot
 - Volume: gallon, quart
 - ◆ Temperature: degrees Fahrenheit
- e. Introduction to Electricity
 - ◆ Static electricity
 - ◆ Basic parts of simple electric circuits (e.g. batteries, wire, bulb or buzzer, switch)
 - ◆ Conductive and nonconductive materials
 - ◆ Safety rules for electricity (e.g. never put your finger or anything metallic in an electrical outlet; never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub, etc.)
 - ◆ Biography: Thomas Edison
- f. Astronomy: Introduction to the Solar System
 - ◆ Sun: source of energy, light, heat
 - ◆ Moon: phases of the moon
 - ◆ The eight planets
 - ◆ Stars: constellations, Big Dipper, sun
 - ◆ Earth and its place in the solar system
 - The earth moves around the sun
 - The earth revolves; one rotation takes one day
 - Sunrise and sunset
 - When it is day where you are, it is night for people on the opposite side of the earth
- g. The Earth
 - ◆ Geographical features of the earth's surface
 - The shape of the earth, the horizon
 - Oceans and continents
 - North Pole and South Pole, Equator
 - ◆ What's inside the earth
 - Inside the earth: layers (crust, mantle, core), high temperatures
 - Volcanoes and geysers

Rocks and minerals

Formation and characteristics of different kinds of rocks:
metamorphic, igneous, sedimentary

Important minerals in the earth (e.g. quartz, gold, coal, iron ore)

V. Visual Arts

Resources:

- Art Resources, Grade 1, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia:
 - o *Claude Monet*
 - o *Diego Rivera*
 - o *Edgar Degas*
 - o *Francisco Goya*
 - o *Georgia O'Keeffe*
 - o *Grant Wood*
 - o *Henri Matisse*
 - o *Jacob Lawrence*
 - o *James McNeill Whistler*
 - o *Leonardo da Vinci*
 - o *Paul Cezanne*
 - o *Vincent van Gogh*

a. Art from Long Ago

- ◆ Look at and discuss

Cave paintings

Art of Ancient Egypt: Great Sphinx, mummy cases, Bust of Queen

Nefertiti

b. Elements of Art

- ◆ Color

Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that

Blue + yellow = green

Blue + red = purple

Red + yellow = orange

Observe the use of color in

Tulips in Holland, Claude Monet

Arrangement in Black and Gray (also known as *Whistler's Mother*), James A. McNeill Whistler

Piñata, Diego Rivera

◆ Line

Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin

Observe how different lines are used in

Parade, Jacob Lawrence

The Swan, Henri Matisse

One of Georgia O'Keefe's *Shell* paintings

◆ Shape: Recognize basic geometric shapes – square, rectangle, triangle,

circle, oval – in nature, man-made objects, and artworks, including

Parade, Jacob Lawrence

Stone City, Iowa, Grant Wood

◆ Texture: Describe qualities of texture (e.g. rough, smooth, bumpy, scratchy, etc.) in

Native American baskets (e.g. *pomo basket*)

Little Fourteen-Year-Old Dancer (also known as *Dressed Ballet Dancer*),

Edgar Degas

Young Hare, Albrecht Dürer

c. Kinds of Pictures: Portrait and Still Life

◆ Recognize as a portrait or self-portrait:

Mona Lisa, Leonardo da Vinci

Don Manuel Osorio Manrique de Zuñiga, Francisco Goya

Self-Portrait (1889), Vincent van Gogh

◆ Recognize as a still life:

Irises, Vincent van Gogh

Studies with fruit by Paul Cézanne, such as *Apples and Oranges*

◆ Recognize as a mural (a painting on a wall):

The History of Medicine in Mexico, Diego Rivera

VI. Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 1, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia:
 - o *Wolfgang Amadeus Mozart*

a. Elements of Music:

- ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat; recognize accents.

Move responsively to music.

Recognize short and long sounds.

Discriminate between fast and slow.

Discriminate between obvious differences in pitch: high and low.

Discriminate between loud and soft.

Understand that melody can move up and down.

Hum the melody while listening to music.

Echo short rhythms and melodic patterns.

Play simple rhythms and melodic patterns.

Recognize like and unlike phrases.

Recognize that music has timbre or tone color.

Sing unaccompanied, accompanied, and in unison.

- ◆ Understanding the following notation:

Whole note, half note, quarter note

b. Listening and Understanding

- ◆ Musical terms and concepts:

Composers: know that a composer is someone who writes music; become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from *A Little Night Music (Eine kleine Nachtmusik)*.

Orchestra: become familiar with the families of instruments in the orchestra (strings, brass, woodwinds, percussion); know that the leader of

the orchestra is called the conductor; listen to Sergei Prokofiev’s *Peter and the Wolf*.

- ◆ Music can tell a story
Opera: understand that opera combines music, singing, and acting; listen to selections from Humperdinck’s *Hansel and Gretel* (“Brother, Come Dance with Me,” “I Am the Little Sandman,” and “Children’s Prayer”).
Instrumental Music: listen to Paul Dukas, *The Sorcerer’s Apprentice*.
Ballet: understand that ballet combines music and movement, often to tell a story; listen to Tchaikovsky’s *Nutcracker Suite*.
- ◆ American musical traditions: Jazz
Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise. Recognize Louis Armstrong as a great early jazz musician.

c. Songs

America the Beautiful

Billy Boy

Dry Bones

For He’s a Jolly Good Fellow

Frère Jacques

La Cucaracha

Make New Friends

Michael, Row the Boat Ashore

Oh, Dear, What Can the Matter Be?

Oh, John the Rabbit

Oh! Susanna

On Top of Old Smokey

She’ll Be Comin’ ‘Round the Mountain

Skip to My Lou

Take Me Out to the Ball Game

There’s a Hole in the Bucket

When the Saints Go Marching In

Yankee Doodle

First Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
Math (Primary Mathematics)	Lessons 1-3 (1A)	Lessons 4-5 (1A)	Lessons 6-7 (1A)	Lessons 8-9 (1A)	Lessons 1-2 (1B)	Lessons 3-4 (1B)	Lessons 5-6 (1B)	Lessons 7-8 (1B)	Lesson 9 (1B)
Literature (include approx. 2 poems per month)	Frog Prince Hansel and Gretel Thumbelina (& variations)	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio Puss-in-Boots Br'er Rabbit	Princess and the Pea Rapunzel	Aesop's Fables	Rumpelstiltskin Sleeping Beauty The Boy at the Dike	Peter Rabbit House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/Little Red Riding Hood	Medio Pollito How Anansi Got Stories It Could Always Be Worse
Phonics & Literacy (Riggs) <i>* Includes Grammar and Composition</i>	2 weeks review, assessment, 10 lessons	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list	10-15 lessons, mastery of at least one list
Science	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
History & Geography	Basic Geography and Maps Modern Mexico	Mesopotamia	Ancient Egypt Judaism	Islam Christianity	First Americans Maya, Aztec, Inca	Early Exploration and Settlement	Thirteen Colonies American Revolution Portrait	American Revolution American symbols Still Life	Exploration of American West
Art	Art from long ago	Color	Line	Texture	Shape	Texture	Ballet	Jazz	Review notation, elements 2 songs
Music	Basic Elements 2 songs	Basic Notation 2 songs	Composers Mozart 2 songs	Orchestra Prokofiev 2 songs	Opera 2 songs	Instrumental Music 2 songs	Ballad 2 songs	Jazz 2 songs	Review notation, elements 2 songs

Second Grade

I. Phonics & Literacy

Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher's Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level II Teacher's Edition, Riggs Institute
- Box of Phonogram Cards, Riggs Institute
- *Update/Enhancement Packet* from Access Literacy
- *The ABC's and All Their Tricks*, Margaret Bishop
- *Standard Test Lessons in Reading*, Books A,B, & C, McCall-Crabbs
- *Standard Test Lessons in Reading* (Teacher's Edition), McCall-Crabbs
- *Standard Test Lessons in Reading Answer Sheets*, McCall-Crabbs
- *My English Orthography Notebook*, Access Literacy

- a. **New Schools:** In the first year of a school, 2nd grade teachers should begin with Lesson 1 of the Level I manual and proceed at one lesson per day through handwriting and phonograms 1-55. Teachers should then assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of approximately one lesson per day, or one spelling-vocabulary list every two weeks, through the entire year. If the class average places them starting beyond List 3, the teacher will teach the spelling list where the class averaged. After an entire list is taught and while teaching the next spelling list, begin to teach phonograms 56-71, 2 phonograms per day in addition to the words, until the phonograms are completed.
- b. **Other Schools:** After a school is established, most second-grade students will be well acquainted with the Level I program from 1st grade. To begin the new school year, teachers should take two weeks to review handwriting and phonograms, and some of the vocabulary words from first grade to review rules and markings. Then the teacher will assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the

equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of approximately one lesson per day, or one spelling-vocabulary list every two weeks, through the entire year. Most classes should finish the Level I manual early in the year and proceed directly into the Level II manual.

- c. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- d. Teachers should give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading comprehension books A-C for instruction and practice in reading comprehension 2 or 3 times per week for 15-20 minutes, with books distributed based upon each student's individual ability.

II. Grammar & Composition

Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher's Edition, Riggs Institute
- Audio resources for *Well-Ordered Language*, Level 1A, Coupland and Peters

While the emphasis should be on learning to read in the kindergarten through second grades, grammar is an important tool to achieve that goal. Students should have a basic definition of the eight parts of speech and understand how those fit within sentences for comprehensive understanding of their reading and writing. This is done primarily through review of the grammar in the Riggs Level I Manual. Grammar instruction integrates into daily spelling and sentence writing through teaching the parts of speech for spelling words, study of sentence patterns, and sentence analysis based upon those patterns. The Well-Ordered Language songs about the parts of speech are useful to help students memorize definitions. The grammar in the Level II Riggs Manual should be disregarded, as it introduces diagramming which will not be used until the fourth grade.

III. Literature

Teacher Resources:

- Listen, My Children, Second Grade, Core Knowledge Foundation
- What Your Second Grader Needs to Know, Core Knowledge Foundation
- *Classic Myths to Read Aloud*, William F. Russell
- *D'Aulaire's Book of Greek Myths*, Ingri d'Aulaire and Edgar Parin d'Aulaire
- *Charlotte's Web*, E.B. White
- *Peter Pan*, J.M. Barrie
- *Sign of the Beaver*, Elizabeth George Speare
- *American Tall Tales*, Mary Pope Osborne

a. Poetry

Listen, My Children: Poems for Second Graders

◆ Poems:

Bed in Summer, Robert Louis Stevenson
 Bee! I'm expecting you, Emily Dickinson
 Buffalo Dusk, Carl Sandburg
 Caterpillars, Aileen Fisher
 Discovery, Harry Behn
 Harriet Tubman, Eloise Greenfield
 Hurt No Living Thing, Christina Rossetti
 Lincoln, Nancy Byrd Turner
 The Night Before Christmas, Clement Clarke Moore
 Rudolph Is Tired of the City, Gwendolyn Brooks
 Seashell, Federico Garcia Lorca
 Smart, Shel Silverstein
 Something Told the Wild Geese, Rachel Field
 There Was an Old Man with a Beard, Edward Lear
 Who Has Seen the Wind? Christina Rossetti
 Windy Nights, Robert Louis Stevenson

b. Fiction

◆ Novels

Charlotte's Web, E.B. White
Peter Pan, James M. Barrie
Sign of the Beaver, Elizabeth George Speare

◆ Stories

What Your Second Grader Needs to Know

Beauty and the Beast
The Blind Men and the Elephant
A Christmas Carol, Charles Dickens
The Emperor’s New Clothes, Hans Christian Andersen
The Fisherman and His Wife, Brothers Grimm
How the Camel Got His Hump, a “Just-So” story by Rudyard Kipling
Iktomi Lost His Eyes
The Magic Paintbrush
El Pajaro Cu
Talk
The Tiger, the Brahman, and the Jackal
The Tongue-Cut Sparrow

◆ Mythology of Ancient Greece

D'Aulaire's Book of Greek Myths

Gods of Ancient Greece: Zeus, Hera, Apollo, Artemis, Poseidon, Aphrodite, Demeter, Ares, Hermes, Athena, Hephaestus, Dionysus, Eros, Hades
Mythological creatures and characters: Atlas, centaurs, Cerberus, and Pan
Greek Myths: Mount Olympus, Prometheus, Pandora’s Box, Swift-footed Atalanta, Demeter and Persephone, Hercules and the Labors of Hercules

Classic Myths to Read Aloud

Mythological creatures and characters: Pegasus
Greek Myths: Oedipus and the Sphinx, Theseus and the Minotaur, Daedalus and Icarus, Arachne the Weaver, The Story of Helen of Troy, The Return of Ulysses

◆ Tall Tales

American Tall Tales

Paul Bunyan

Johnny Appleseed (introduced in Kindergarten)

John Henry

Pacos Bill

Casey Jones (Introduced in Kindergarten)

◆ Literary Terms: myth, tall tale, limerick

c. Sayings and Phrases:

What Your Second Grader Needs to Know

Back to the drawing board

Better late than never

Cold feet

Don't cry over spilled milk.

Don't judge a book by its cover.

Easier said than done

Eaten out of house and home

Get a taste of your own medicine

Get up on the wrong side of the bed

In hot water

Keep your fingers crossed.

Practice what you preach.

The real McCoy

Two heads are better than one.

Turn over a new leaf

Where there's a will there's a way.

You can't teach an old dog new tricks.

IV. History and Geography

Teacher Resources:

- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- *A History of US, Book 6: War, Terrible War*, Joy Hakim

Read-aloud Resources:

- Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks (available in PDF as part of the Core Knowledge Language Arts resources at coreknowledge.org):
 - o *Early Asian Civilizations*
 - o *Ancient Greek Civilization*
 - o *The War of 1812*
 - o *Westward Expansion*
 - o *The US Civil War*
 - o *Immigration*
 - o *Fighting for a Cause*
- Various Trade Books, including:
 - o DK Eyewitness Books (useful as a visual aid)
 - o *D'Aulaires' Book of Greek Myths*, Ingri and Edgar Parin D'Aulaire
 - o *The Golden Days of Greece*, Olivia Coolidge

Fall Semester –

a. Geography

◆ Spatial Sense:

Name your continent, country, state, and community

Understand map keys, legends, and symbols

Understand North, South, East, and West on a map

Identify major oceans: Pacific, Atlantic, Indian, Arctic

Identify seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia

Locate: Canada, United States, Mexico, and Central America

Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, and South Pole

◆ Geographical Terms and Features: coast, valley, prairie, desert, oasis

b. Early Asian Civilizations

◆ Geography of Asia:

The largest continent, with the most populous countries in the world

Locate: China, India, Japan

◆ India

Indus River and Ganges River

Hinduism: Brahma, Vishnu, Shiva, holy books including the Rig Veda

Buddhism: Prince Siddhartha, outgrowth from Hinduism, spread throughout Asia

King Asoka (or Ashoka)

◆ China

Yellow and Yangtze Rivers

Teachings of Confucius (for example, honor your ancestors)

Great Wall of China

Invention of paper

Importance of silk

Chinese New Year

c. Modern Japanese Civilization

◆ Geography

Locate relative to continental Asia (“land of the rising sun”)

Four major islands

Pacific Ocean, Sea of Japan

Mt. Fuji

Tokyo

◆ Culture: Japanese flag, big modern cities, traditional craft of origami, traditional costume of kimono

d. The Ancient Greek Civilization

◆ Geography: Mediterranean Sea, Aegean Sea, Crete

◆ Sparta

◆ Athens as a city-state: the beginnings of democracy

◆ Persian Wars: Marathon and Thermopylae

◆ Olympic games

◆ Worship of gods and goddesses

◆ Great thinkers: Socrates, Plato, Aristotle

◆ Alexander the Great

Spring Semester –

e. American Government: The Constitution

- ◆ Basic Elements: What is government? What is a constitution? Why might we want a constitutional government?
- ◆ American government is based on the Constitution, the highest law of our land
- ◆ James Madison, “Father of the Constitution”
- ◆ Government by the consent of the governed: “We the people”

f. The War of 1812

- ◆ President James Madison and Dolley Madison
- ◆ British impressment of American sailors
- ◆ Old Ironsides
- ◆ British burn the White House
- ◆ Fort McHenry, Francis Scott Key, and “The Star-Spangled Banner”
- ◆ Battle of New Orleans, Andrew Jackson

g. Westward Expansion

- ◆ Pioneers head West
New means of travel: Robert Fulton and the steamboat, Erie Canal, Railroads, the Transcontinental Railroad
Routes west: wagon trains on the Oregon Trail
The Pony Express
- ◆ Native Americans
Sequoyah and the Cherokee alphabet
Forced removal to reservations: the “Trail of Tears”
Some Native Americans displaced from their homes and ways of life by railroads (the “iron horse”)
Effect of near extermination of buffalo on Plains Indians

h. The Civil War

- ◆ Controversy over slavery
- ◆ Harriet Tubman, the “underground railroad”
- ◆ Northern v. Southern states (Yankees v. Rebels)
- ◆ Ulysses S. Grant and Robert E. Lee
- ◆ Clara Barton, “Angel of the Battlefield,” founder of American Red Cross
- ◆ President Abraham Lincoln: keeping the Union together

- ◆ Emancipation Proclamation and the end of slavery
- i. Immigration and Citizenship
 - ◆ America as the “land of opportunity”
 - ◆ The meaning of “e pluribus unum”
 - ◆ Ellis Island and the Statue of Liberty
 - ◆ Millions of newcomers to America: large populations of immigrants settle in major cities like New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
 - ◆ Citizenship:
 - What it means to be a citizen of a nation
 - American citizens have certain rights and responsibilities: voting, holding public office, paying taxes
 - Becoming an American citizen (by birth, naturalization)
 - ◆ Extension of Citizenship and its benefits:
 - 19th Amendment: esp. Susan B. Anthony
 - Civil Rights Movement: Rosa Parks, Martin Luther King, Jr.
- j. Geography of the Americas
 - ◆ North America: Canada, United States, Mexico
 - The United States: fifty states; territories of American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands; Mississippi River, Appalachians, Rocky Mountains, Great Lakes
 - Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
 - Central America
 - ◆ South America
 - Brazil: largest country in South America, Amazon River, rain forests
 - Peru and Chile: Andes Mountains
 - Locate: Venezuela, Colombia, Ecuador
 - Bolivia: named after Simon Bolivar, “The Liberator”
 - Argentina: the Pampas
 - Main languages: Spanish and Portuguese
- k. Symbols and Figures: US flag (current and earlier versions), Statue of Liberty, Lincoln Memorial

V. Mathematics

Resources:

- Primary Mathematics Textbooks 2A & 2B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 2A & 2B, US Edition, Singapore Mathematics
- Primary Math HOME Instructor Guides 2A & 2B, US Edition, Singapore Mathematics

Fall Semester –

- a. Numbers to 1000
 - ◆ Looking back
 - ◆ Comparing numbers
 - ◆ Hundreds, tens, and ones
- b. Addition and Subtraction
 - ◆ Meanings of addition and subtraction
 - ◆ Addition without renaming
 - ◆ Subtraction without renaming
 - ◆ Addition with renaming
 - ◆ Subtraction with renaming
- c. Length
 - ◆ Measuring length in meters
 - ◆ Measuring length in centimeters
 - ◆ Measuring length in yards and feet
 - ◆ Measuring length in inches
- d. Weight
 - ◆ Measuring weight in kilograms
 - ◆ Measuring weight in grams
 - ◆ Measuring weight in pounds
 - ◆ Measuring weight in ounces
- e. Multiplication and Division
 - ◆ Multiplication
 - ◆ Division
- f. Multiplication Tables of 2 and 3
 - ◆ Multiplication table of 2
 - ◆ Multiplication table of 3
 - ◆ Dividing by 2

- ◆ Dividing by 3

Spring Semester –

- g. Addition and Subtraction
 - ◆ Finding the missing number
 - ◆ Methods for mental addition
 - ◆ Methods for mental subtraction
- h. Multiplication and Addition
 - ◆ Multiplying and Dividing by 4
 - ◆ Multiplying and Dividing by 5
 - ◆ Multiplying and Dividing by 10
- i. Money
 - ◆ Dollars and Cents
 - ◆ Adding Money
 - ◆ Subtracting Money
- j. Fractions
 - ◆ Halves and quarters
 - ◆ Writing fractions
- k. Time
 - ◆ Telling time
 - ◆ Time intervals
- l. Capacity
 - ◆ Comparing capacity
 - ◆ Liters
 - ◆ Gallons, quarts, pints, and cups
- m. Graphs: Picture graphs
- n. Geometry
 - ◆ Flat and curved faces
 - ◆ Making shapes
- o. Area: Square Units

VI. Science

Teacher Resources:

- *Anton van Leeuwenhoek*, Lisa Yount
- Science Explorer series (Teachers Editions): *Animals, Cells and Heredity, Earth's Waters, Electricity and Magnetism, From Bacteria to Plants, Human Biology and Health, Integrated Lab Manual, Motion, Forces, and Energy*

Read-aloud Resources:

- *All Aboard! Elijah McCoy's Steam Engine*, Monica Kulling
- *Chicks and Chickens*, Gail Gibbons
- *Children of Summer: Henri Fabre's Insects*, Margaret J. Anderson
- *Daniel Hale Williams: Surgeon Who Opened Hearts and Minds*, Mike Venezia
- *Florence Nightingale*, Demi
- *Florence Nightingale*, Shannon Zemlicka
- *Ladybugs*, Gail Gibbons
- *Monarch Butterfly*, Gail Gibbons
- *Small Wonders: Jean-Henri Fabre and His World of Insects*, Matthew Clark Smith

Student Resources:

- *ScienceSaurus: A Student Handbook* (red softcover), Houghton Mifflin Harcourt

a. Cycles in Nature

◆ Seasonal Cycles

The four seasons and the earth's orbit around the sun

Seasons and life processes

Spring: sprouting, sap flow in plants, mating and hatching

Summer: growth

Fall: ripening, migration

Winter: plant dormancy, animal hibernation

◆ Life cycles

Life cycle: birth, growth, reproduction, death

Reproduction in plants and animals: from seed to seed in plants, from egg to egg in chickens, from frog to frog, from butterfly to butterfly (metamorphosis)

◆ The water cycle

Most of the earth's surface is covered by water

Water cycle:

Evaporation and condensation

Water vapor in the air, humidity

Clouds: cirrus, cumulus, stratus

Precipitation, groundwater

b. Insects

- ◆ Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects
- ◆ Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting
- ◆ Distinguishing characteristics
 - Exoskeleton, chitin
 - Six legs and three body parts: head, thorax, and abdomen
 - Most but not all insects have wings
- ◆ Life cycles: metamorphosis
 - Some insects look like miniature adults when born from eggs, and they molt to grow (examples: grasshopper, cricket)
 - Some insects go through distinct stages of egg, larva, pupa, adult (examples: butterflies, ants)
- ◆ Social insects
 - Most insects live solitary lives, but some are social (such as ants, honeybees, termites, wasps)
 - Ants: colonies
 - Honeybees: workers, drones, queen
- ◆ Biography: Jean-Henri Fabre (entomologist)

c. The Human Body

- ◆ Cells
 - All living things are made up of cells, too small to be seen without a microscope
 - Cells make up tissues; tissues make up organs; organs work in systems
 - Biography: Anton van Leeuwenhoek (invented the microscope)
- ◆ Digestive and Excretory Systems
 - Salivary glands, taste buds
 - Teeth: incisors, bicuspids, molars
 - Esophagus, stomach, liver, small intestine, large intestine
 - Kidneys, urine, bladder, urethra, anus, appendix
- ◆ Taking care of your body: a healthy diet
 - The “food pyramid” or “MyPlate”

Vitamins and minerals

◆ Biographies:

Florence Nightingale (helped the wounded in the Crimean War/ made hospitals more sanitary)

Daniel Hale Williams (performed the first open-chest surgery)

d. Magnetism

- ◆ Magnetism demonstrates that there are forces we cannot see that act upon objects
- ◆ Most magnets contain iron
- ◆ Lodestones: naturally occurring magnets
- ◆ Magnetic poles: north-seeking and south seeking poles
- ◆ Magnetic field (strongest at the poles)
- ◆ Laws of magnetic attraction: unlike poles attract, like poles repel
- ◆ The earth behaves as if it were a huge magnet: north and south magnetic poles
- ◆ Orienteering: use of a magnetized needle in a compass, which will always point to the north

e. Simple Machines

- ◆ Lever
- ◆ Pulley
- ◆ Wheel-and-axle
 - Gears: wheels with teeth and notches
 - How gears work, and familiar uses (for example, in bicycles)
- ◆ Inclined plane
- ◆ Wedge
- ◆ Screw
- ◆ Friction, and ways to reduce friction (lubricants, rollers, etc.)
- ◆ Biography: Elijah McCoy (invented the automatic lubricator)

VII. Visual Arts

Resources:

- Art Resources, Grade 2, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness
- Getting to Know the World's Greatest Artists, series by Mike Venezia:
 - o *El Greco*
 - o *Henri Matisse*
 - o *Henri Rousseau*
 - o *Marc Chagall*
 - o *Pablo Picasso*
 - o *Paul Klee*
 - o *Vincent van Gogh*

a. Elements of Art

- ◆ Recognize lines as horizontal, vertical, or diagonal

- ◆ Observe the use of line in

Mother and Child, Pablo Picasso

The Great Wave at Kanagawa Nami-Ura from *Thirty-six Views of Mt.*

Fuji, Katsushika Hokusai

b. Sculpture: Observe shape, mass, and line in sculptures, including

The Discus Thrower

Flying Horse, from Wu-Wei, China

The Thinker, Auguste Rodin

c. Kinds of Pictures: Landscapes

- ◆ Recognize as landscapes and discuss

The Oxbow (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*), Thomas Cole

View of Toledo (also known as *Toledo in a Storm*), El Greco

Virgin Forest, Henri Rousseau

The Starry Night, Vincent van Gogh

d. Abstract Art

- ◆ Compare lifelike and abstract animals, including

Paintings of birds by John James Audubon

Young Hare, Albrecht Durer

Cat and Bird, Paul Klee

Bull's Head (made from bicycle seat and handlebars), Pablo Picasso

The Snail (also known as *Chromatic Composition*), Henri Matisse

- ◆ Observe and discuss examples of abstract painting and sculpture, including

I and the Village, Marc Chagall

Bird in Space, Constantin Brancusi

e. Architecture

- ◆ Understand architecture as the art of designing buildings
- ◆ Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon)
- ◆ Noting line, shape, and special features (such as columns and domes), look at the following:

The Parthenon

Great Stupa (Buddhist temple in Sanchi, India)

Himeji Castle (also known as “White Heron Castle,” Japan)

The Guggenheim Museum (New York City)

VIII. Music

Resources:

- Core Knowledge Music Collection, Grades 1 and 2, Core Knowledge Foundation
- Text Resources, Grade 2, Core Knowledge Foundation
- Getting to Know the World’s Greatest Composers, series by Mike Venezia:
 - *Johann Sebastian Bach*
 - *Ludwig van Beethoven*

a. Elements of Music:

- ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat.

Move responsively to music

Recognize short and long sounds

Discriminate between fast and slow; gradually slowing down and getting faster.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume.

Understand that melody can move up and down.

Hum the melody while listening to music.
Echo short rhythms and melodic patterns.
Play simple rhythms and melodies.
Recognize like and unlike phrases.
Recognize timbre (tone color).
Sing unaccompanied, accompanied, and in unison.
Recognize verse and refrain.
Recognize that musical notes have names.
Recognize a scale as a series of notes.
Sing the C major scale using “do re mi” etc.

- ◆ Understanding the following notation:
Staff, treble clef, names of lines and spaces in the treble clef
Whole note, half note, quarter note
Whole rest, half rest, quarter rest

b. Listening and Understanding

- ◆ The Orchestra:
Review families of instruments: strings, brass, woodwind, percussion
Become familiar with instruments in the string family – violin, viola, cello, double bass – and listen to
 Camille Saint-Saëns, from *Carnival of the Animals*: “The Swan”
 (cello) and “Elephants” (double bass)
 Antonio Vivaldi, *The Four Seasons*
Become familiar with instruments in the percussion family – for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine – and listen to Carlos Chavez, *Toccata for Percussion*, third movement.
- ◆ Keyboard Instruments: Recognize that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including:
 Wolfgang Amadeus Mozart, *Rondo Alla turca* from *Piano Sonata K. 331*
 Ludwig van Beethoven, *Für Elise*
 Felix Mendelssohn, from *Songs without Words*, “Spring Song”
- ◆ Composers and their music
 Antonio Vivaldi, *The Four Seasons*

Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man's Desiring*; *Tocatta and Fugue in D minor*

Ludwig van Beethoven, *Symphony No. 6 ("Pastoral")*: first movement and from final movement, "Thunderstorm," to end of symphony.

c. Songs

Buffalo Gals

Casey Jones (chorus only)

Clementine

Dixie

Do-Re-Mi

The Erie Canal

Follow the Drinking Gourd

Good Bye Old Paint

Home on the Range

I've Been Working on the Railroad

John Henry

Old Dan Tucker

The Star-Spangled Banner

Swing Low, Sweet Chariot

This Land Is Your Land

When Johnny Comes Marching Home

Second Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
Math (Primary Mathematics)	Lessons 1-2 (2A)	Lessons 3-4 (2A)	Lesson 5 (2A)	Lesson 6 (2A)	Lesson 1 (2B)	Lessons 2-3 (2B)	Lessons 4-5 (2B)	Lessons 6-7 (2B)	Lessons 8-9 (2B)
Literature (include approx. 2 poems per month)	Charlotte's Web	Magic Paintbrush Fisherman and His Wife Beauty and the Beast	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Iktomi Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes Blind Men & the Elephant	El Pajaro Cu Tiger, Brahman, & Jackal
Phonics & Literacy (Riggs) * Includes Grammar and Composition	2 weeks review, assessment, 15-20 lessons	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	20 lessons; mastery of 2 lists	15-20 lessons; mastery of 1-2 lists
Science	Seasons and Water Cycle Life Cycles	Insects	Insects	Magnetism	Simple Machines Elijah McCoy	Cells and Microscopes Daniel Hale Williams Anton van Leeuwenhoek	Cells & Microscopes Taking Care of Your Body Florence Nightingale	Digestive and Excretory Systems	Plants
History & Geography	Basic Geography and Maps Ancient India	Ancient China	Ancient Greece	Modern Japan	Constitution War of 1812	Westward Expansion United States Geography	Civil War	Immigration and Citizenship	Geography of Central & South America
Art	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	Abstract Art
Music	Basic Notation 2 songs	Basic Elements 2 songs	String Instruments Carnival of the Animals 2 songs	Vivaldi 2 songs	Percussion Instruments Toccata for Percussion 2 songs	Keyboard Instruments Sonata K. 331 2 songs	Beethoven Spring Song 2 songs	Bach 2 songs	Review notation, elements

Third Grade

I. Phonics and Literacy

Resources:

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher's Edition, Riggs Institute (for first-year schools)
- *Writing and Spelling Road to Reading and Thinking*, Level II Teacher's Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- A box of Phonogram cards, Riggs Institute
- *The ABC's and All Their Tricks*, Margaret Bishop
- *Standard Test Lessons in Reading: Books A, B, and C*, McCall-Crabbs
- *Standard Test Lessons in Reading* (Teacher's Manual), McCall-Crabbs
- *Standard Test Lessons in Reading Answer Sheets*, McCall-Crabbs
- *My English Orthography Notebook*, Access Literacy
- "Older Student Adaptation: Instructions for 3-6th Grade Teachers," Access Literacy (pamphlet)

- a. **New Schools:** In the first year of a school, 3rd grade teachers should spend the first month covering the material in the "Older Student Adaptation" pamphlet, which draws from various lessons in the Level I manual. This will include teaching the phonograms, remediating student handwriting or teaching cursive, and working on more basic spelling lists. After this month, teachers should test students according to the instructions on page 20 of the "Older Student Adaptation" pamphlet. Depending on the class average, the teacher will either review spelling lists as described on page 20, or move forward at the pace of one spelling-vocabulary list every two weeks, through the entire year or until the students have tested beyond the Level III vocabulary. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- b. **Other Schools:** After a school is established, most third-grade students will be well acquainted with the Level I and Level II programs from 1st and 2nd grade. To begin the new school year, teachers should assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the

spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of approximately one lesson per day, or 20-25 words per week, through the entire year. Most classes should finish the Level II manual early in the year and proceed directly into the Level III spelling list. If the class finishes the Level III list—or if the class orthography assessment scores are above the Level III spelling lists—then teachers should choose spelling and vocabulary words from the curriculum alongside teaching Latin and Greek roots from *English from the Roots Up, Vol.1*.

- c. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- d. Teachers should give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading comprehension books A-C for instruction and practice in reading comprehension 2 or 3 times per week for 15-20 minutes, with books distributed based upon each student's individual ability.

II. Grammar & Composition

Resources:

- *Well-Ordered Language, Level 1A*, Peters and Coupland
- *Well-Ordered Language, Level 1B*, Peters and Coupland

a. Grammar

Level 1A

- ◆ Four Kinds of Sentences
- ◆ Principal Elements, Part 1—Subject and Predicate
- ◆ Principal Elements, Part 2—Subject and Predicate Verb
- ◆ Adverbs
- ◆ Adjectives
- ◆ Direct Objects
- ◆ Subject Pronouns
- ◆ Interrogative Sentences—Subject Pronouns and Helping Verbs

Level 1B

- ◆ Object Pronouns
- ◆ Pronoun Review
- ◆ Prepositional Phrases—Adverbial
- ◆ Introductory Prep Phrases
- ◆ Compound Subjects
- ◆ Compound Verbs
- ◆ Compound Objects

b. Composition

- ◆ Introduction to Paragraph
- ◆ Informative Paragraph
- ◆ Narrative Paragraph
- ◆ Persuasive Paragraph

I. Literature

Teacher Resources:

- *What Your Third Grader Needs to Know*, Core Knowledge Foundation
- *The Annotated Alice*, Martin Gardner
- *Classic Myths to Read Aloud*, William F. Russell
- *D'Aulaires Book of Norse Myths*,

Student Resources:

- *Arabian Nights Stories*, Philip Smith
- *Farmer Boy*, Laura Ingalls Wilder
- *Black Beauty*, Anna Sewell
- *Princess and the Goblin*, George MacDonald
- *Alice in Wonderland*, Lewis Carroll

a. Poetry

Listen, My Children: Poems for Third Graders

- ◆ Poems:
 - Adventures of Isabel, Ogden Nash
 - The Bee, Isaac Watts
 - By Myself, Eloise Greenfield
 - Catch a Little Rhyme, Eve Merriam
 - The Crocodile, Lewis Carroll

Dream Variations, Langston Hughes
Eletelephony, Laura Richards
Father William, Lewis Carroll
First Thanksgiving of All, Nancy Byrd Turner
For want of a nail, the shoe was lost..., traditional
Jimmy Jet and His TV Set, Shel Silverstein
Knoxville, Tennessee, Nikki Giovanni
Trees, Sergeant Joyce Kilmer

- ◆ Terms: stanza, line

b. Fiction

- ◆ Novels

Black Beauty, Anna Sewell
Princess & the Goblin, George MacDonald
Farmer Boy, Laura Ingalls Wilder
Alice in Wonderland, Lewis Carroll

- ◆ Stories

Arabian Nights:

Aladdin and the Wonderful Lamp
Ali Baba and the Forty Thieves

What Your Third Grader Needs to Know

The Hunting of the Great Bear
The Husband Who Was to Mind the House
The Little Match Girl
The People Could Fly
Three Words of Wisdom
William Tell

- ◆ Myths and Mythical Characters

D'Aulaires Book of Norse Myths

Norse Mythology: Asgard, Valhalla, Hel, Odin, Thor, trolls
Norse gods and English names for days of the week: Tyr, Odin
(Wodin), Thor, Frigg (Freya)

Classic Myths to Read Aloud

More Myths and Legends of Ancient Greece and Rome: Jason and
the Golden Fleece, Perseus and Medusa, Cupid and Psyche, The

Sword of Damocles, Damon and Pythias, The Wanderings of Aeneas

What Your Third Grader Needs to Know

Androcles and the Lion, Horatius at the Bridge

- ◆ Literary Terms: biography, autobiography, fiction, nonfiction

c. Sayings and Phrases:

What Your Third Grader Needs to Know

Actions speak louder than words.

His bark is worse than his bite.

Beat around the bush

Beggars can't be choosers.

Clean bill of health

Cold shoulder

A feather in your cap

Last straw

Let bygones be bygones

One rotten apple spoils the whole barrel.

On its last legs

Rule the roost

The show must go on.

Touch and go

When in Rome do as the Romans do.

Rome wasn't built in a day.

II. History and Geography

Resources:

- *World Rivers* (Reader), Core Knowledge Foundation
- *Ancient Rome* (Reader), Core Knowledge Foundation
- *The Vikings* (Reader), Core Knowledge Foundation
- *The Earliest Americans* (Reader), Core Knowledge Foundation
- *Exploration of North America* (Reader), Core Knowledge Foundation
- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- *The Story of the World, Volume 3: Early Modern Times*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- DK Eyewitness Books (useful as a visual aid, especially because neither Bauer nor Eggleston use many pictures or maps)
- N.C. Wyeth's *Pilgrims*, Robert D. San Souci (illustrations by Wyeth)

Fall Semester –

a. Geography

◆ Spatial Sense:

Name your continent, country, state, and community

Understand map keys, legends, and symbols

Understand North, South, East, and West on a map

Identify major oceans: Pacific, Atlantic, Indian, Arctic

Identify seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia

Locate: Canada, United States, Mexico, and Central America

Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, and South Pole

Measure distances using a bar scale

Use an atlas

◆ Geographical Terms and Features: boundary, channel, delta, isthmus, plateau, reservoir, strait

◆ Canada:

French and British Heritage; French-speaking Quebec

Rocky Mountains

Hudson Bay, St. Lawrence River, Yukon River

Provinces

Major cities: Montreal, Quebec, Toronto, Vancouver

◆ Important Rivers of the World:

Terms: source, mouth, tributary, drainage basin

Asia: Ob, Yellow, Yangtze, Ganges, Indus, Tigris, Euphrates

Africa: Nile, Niger, Congo

South America: Amazon, Parana, Orinoco

North America: Mississippi and major tributaries, Mackenzie, Yukon

Australia: Murray-Darling

Europe: Volga, Danube, Rhine

b. Ancient Rome [Note: Cicero? The Roman Republic?]

◆ Geography of the Mediterranean

Mediterranean Sea, Aegean Sea, Adriatic Sea

Greece, Italy, France, Spain

Strait of Gibraltar, Atlantic Ocean
North Africa, Asia Minor, Turkey
Bosporus Strait, Black Sea, Constantinople
Red Sea, Persian Gulf, Indian Ocean

◆ Background

Define B.C./A.D.

The legend of Romulus and Remus

Latin as the language of Rome

Pantheon, gods, goddesses

The Republic: Senate, Patricians, Plebeians

Orators/Statesmen: including Marcus Tullius Cicero and Cato the Elder

Punic Wars: Carthage, Hannibal, Scipio Africanus

◆ The Empire

Julius Caesar: defeat of Pompey, Cleopatra, Brutus, assassination

Augustus Caesar

The Forum: temples, marketplaces, etc.

The Colosseum: circuses, gladiator combat, chariot races

Roads, bridges, aqueducts

Mt. Vesuvius, destruction of Pompeii

Persecution of Christians

◆ The “Decline and Fall” of Rome

Weak and corrupt emperors, legend of Nero fiddling as Rome burns

Civil wars

City of Rome sacked

Social and moral decay

◆ The Eastern Roman Empire: Byzantium

The rise of the Byzantine Empire

Constantine, emperor who made Christianity the official religion of Rome

Constantinople (now Istanbul) merges diverse influences and cultures

Justinian, Justinian Code

c. The Vikings

- ◆ From area now called Scandinavia (Sweden, Denmark, Norway)
- ◆ Also called Norsemen, they were skilled sailors and shipbuilders
- ◆ Traders, and sometimes raiders of the European coast

- ◆ Eric the Red and Leif Ericson (Leif “the Lucky”)
- ◆ Earliest Europeans (long before Columbus) we know of to come to North America
Locate: Greenland, Canada, Newfoundland

Spring Semester –

d. The Earliest Americans

- ◆ Crossing from Asia to North America: migration of various peoples, land-bridge theory, and early peoples, including Inuits, Anasazi, mound builders
- ◆ Native Americans
In the Southwest: Pueblos (Hopi, Zuni), Dine (Navajo), Apaches
Eastern “Woodland” Indians
Woodland culture: wigwams, longhouses, farming, peace pipe, Shaman and Sachem
Major tribes and nations: including Powhatan, Delaware, Susquehanna, Mohican, Massachusetts, Iroquois Confederacy
In the Southeast: Cherokee, Seminole

e. Early Exploration of North America

- ◆ Early Spanish Exploration and Settlement
Settlement of Florida
Ponce de Leon, legend of the Fountain of Youth
Hernando de Soto
Founding of St. Augustine, oldest continuous European settlement in the United States
Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
- ◆ Exploration and Settlement of the American Southwest
Early Spanish explorers in the lands that are now Texas, New Mexico, Arizona, and California
Missionary settlements, especially in Texas and California
Coronado and the legend of the “Seven Cities of Cibola” (of Gold)
Geography: Grand Canyon, Rio Grande

Conflicts between the Spanish and the Pueblos, including 1680 revolt led by Popé

◆ Search for the Northwest Passage

Explorers who sought short cut to Asia

John Cabot: Newfoundland

Champlain: “New France” and Quebec

Henry Hudson: the Hudson River

Geography: “New France,” Quebec, Canada, St. Lawrence River, the Great Lakes

f. The Thirteen Colonies: Life and Times Before the Revolution

◆ Geography:

Thirteen colonies by region: New England, Middle Atlantic, Southern

Climate and corresponding differences in agriculture (esp. New England vs. South)

Important cities in trade and government, including Philadelphia, Boston, New York, and Charleston

◆ Southern Colonies

Virginia

Chesapeake Bay, James River

Jamestown Colony: mission, establishment, trade with Powhatan Indians, John Smith, Pocahontas, John Rolfe, spread of disease, and The Starving Time

Clashes between American Indians and English colonists

Tobacco

African slave labor

Maryland: Catholicism, Lord Baltimore

South Carolina: Charleston, plantations, slave labor

North Carolina

Georgia: James Oglethorpe’s plan to establish a colony for English debtors

Slavery in the Southern Colonies:

Economic reasons that the Southern colonies came to rely on slavery

The difference between indentured servants and slaves

The Middle Passage

◆ New England Colonies

Development of maritime economy: fishing and shipbuilding

Massachusetts

Colonists seeking religious freedom from established church in England

The Pilgrims: travel from England to Holland to Massachusetts, Mayflower, Mayflower Compact, Plymouth Rock, William Bradford, help from Wampanoag Indians (Squanto)

The Puritans: Massachusetts Bay Colony, Governor John Winthrop, City on a Hill Speech, emphasis on education

New Hampshire, Connecticut,

Rhode Island: Roger Williams and religious toleration, Anne Hutchinson

◆ Middle Atlantic Colonies

New Jersey, Delaware

New York

Dutch settlement in “New Netherland”

Dutch West India Company acquisition of Manhattan and Long Island, establishment of New Amsterdam

English take over colony, rename it New York

Pennsylvania: William Penn, Society of Friends (Quakers), Philadelphia

III. Mathematics

Resources:

- Primary Mathematics Textbooks 3A & 3B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 3A & 3B, US Edition, Singapore Mathematics
- Primary Math HOME Instructor Guides 3A & 3B, US Edition, Singapore Mathematics

Fall Semester –

a. Numbers to 10,000

- ◆ Thousands, hundreds, tens, and ones
- ◆ Number patterns

b. Addition and Subtraction

- ◆ Sum and difference
 - ◆ Adding ones, tens, hundreds, and thousands
 - ◆ Subtracting ones, tens, hundreds, and thousands
 - ◆ Two-step word problems
- c. Multiplication and Division
- ◆ Looking back
 - ◆ More word problems
 - ◆ Multiplying ones, tens, and hundreds
 - ◆ Quotient and remainder
 - ◆ Dividing hundreds, tens, and ones
- d. Multiplication tables of 6, 7, 8, and 9
- ◆ Looking back
 - ◆ Multiplying and dividing by 6
 - ◆ Multiplying and dividing by 7
 - ◆ Multiplying and dividing by 8
 - ◆ Multiplying and dividing by 9
- e. Money
- ◆ Dollars and cents
 - ◆ Addition
 - ◆ Subtraction

Spring Semester –

- f. Mental Calculation
- ◆ Addition
 - ◆ Subtraction
 - ◆ Multiplication
 - ◆ Division
- g. Length
- ◆ Meters and centimeters
 - ◆ Kilometers
 - ◆ Yards, feet, and inches
 - ◆ Miles
- h. Weight

- ◆ Kilograms and grams
- ◆ More word problems
- ◆ Pounds and ounces
- i. Capacity
 - ◆ Liters and milliliters
 - ◆ Gallons, quarts, pints, and cups
- j. Graphs: Bar Graphs
- k. Fractions
 - ◆ Fraction of a whole
 - ◆ Equivalent fractions
- l. Time
 - ◆ Hours and minutes
 - ◆ Other units of time
- m. Geometry
 - ◆ Angles
 - ◆ Right angles
- n. Area and perimeter
 - ◆ Area
 - ◆ Perimeter
 - ◆ Area of a rectangle

IV. Science

Teacher Resources:

- *Copernicus*, Catherine M. Andronik
- *John Muir: America's Naturalist*, Thomas Locker
- *Mae Jemison: Out of This World*, Rose Blue
- Science Explorer series (Teacher's Editions): *Astronomy*, *Earth's Waters*, *Environmental Science*, *Human Biology and Health*, *Integrated Lab Manual*, *Inside Earth*, *The Nature of Science and Technology*, *Sound and Light*
- *Scheduling the Heavens: The Story of Edmond Halley*, Mary Virginia Fox
- *The Wild Muir: Twenty-Two of John Muir's Greatest Adventures*, Lee Stetson
- *Who Was Alexander Graham Bell?*, Bonnie Bader

Student Resources:

- DeltaScience ContentReaders series (purple editions): *Changes in Ecosystem*, *Earth, Moon, and Sun System*, *Ecosystems*, *Heat and Light Energy*, *Human Body Systems*, *Our Solar System and Beyond*, *Sound Energy*
- *ScienceSaurus: A Student Handbook* (blue softcover), Houghton Mifflin Harcourt

- a. Introduction to the Classification of Animals
 - ◆ Scientists classify animals according to shared characteristics, for example: cold-blooded, warm-blooded, vertebrates, invertebrates
 - ◆ Different classes of vertebrates: Fish, Amphibians, Reptiles, Birds, Mammals
- b. The Human Body
 - ◆ The muscular system: involuntary and voluntary muscles
 - ◆ The skeletal system
 - Skeleton, bones, marrow
 - Musculo-skeletal connections: ligaments, tendons, cartilage
 - Skull, cranium
 - Spinal column, vertebrae
 - Joints
 - Ribs, rib cage, sternum
 - Scapula, pelvis, tibia, fibula
 - Broken bones, x-rays
 - ◆ The nervous system
 - Brain: medulla, cerebellum, cerebrum, cerebral cortex
 - Spinal cord, nerves, reflexes
 - ◆ Vision: how the eye works
 - Parts of the eye: cornea, iris and pupil, lens, retina
 - Optic nerve
 - Farsighted and nearsighted
 - ◆ Hearing: how the ear works
 - Sound as vibration
 - Outer ear, ear canal, eardrum
 - Hammer, anvil, strirrup, cochlea
 - Auditory nerve
 - Protecting your hearing
- c. Light and Optics
 - ◆ Speed of light
 - ◆ Light travels in straight lines
 - ◆ Transparent and opaque objects
 - ◆ Reflection

Mirrors: plane, concave, convex

Uses of mirrors in telescopes and microscopes

- ◆ The spectrum: use a prism to demonstrate the spectrum from white light
- ◆ Lenses: magnifying and bending light

d. Sound

- ◆ Cause: object vibrating rapidly
- ◆ Travels through solids, liquids, and gases
- ◆ Speed of sound
- ◆ Qualities of sound: pitch (high/low based on speed of vibration), intensity
- ◆ Human voice: larynx, vocal cords, deeper/higher voices based on shape of vocal cords
- ◆ Biography: Alexander Graham Bell (invented the telephone)

e. Ecology

- ◆ Habitats, interdependence of organisms and their environment
- ◆ The concept of a “balance of nature” (constantly changing, not a static condition)
- ◆ Food chain or food web: producers, consumers, decomposers, and the limits of food chain/web models
- ◆ Ecosystems: how they can be affected by environmental and man-made changes
- ◆ Man-made threats to the environment: air pollution, water pollution
- ◆ Measures to protect the environment: conservation, recycling, etc.
- ◆ Biography: John Muir (conservationist who helped create many national parks)

f. Astronomy

- ◆ The “Big Bang” as one theory
- ◆ The universe: an extent almost beyond imagining
- ◆ Galaxies: Milky Way, Andromeda
- ◆ Our solar system: Sun, eight planets
- ◆ Biography: Copernicus and heliocentric theory
- ◆ Planetary motion: orbit and rotation, day/night, tilt of Earth’s axis, seasons
- ◆ Gravity

Gravitational pull of sun and moon cause ocean tides on earth
Gravitational pull of black holes prevents even light from escaping

- ◆ Asteroids, meteors, comets, Halley’s Comet
- ◆ Solar and lunar eclipse, how an eclipse happens
- ◆ Stars and constellations
- ◆ Orienteering by using North Star, Big Dipper
- ◆ Exploration of space: observation through telescopes, rockets and satellites, Apollo 11 and lunar landing, space shuttle
- ◆ Biography: Mae Jemison (astronaut and medical pioneer)
- ◆ Biography: Edmond Halley (astronomer)

V. Visual Arts

Resources:

- Art Resources, Grade 3, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- *Children’s Book of Art*, DK Eyewitness
- Getting to Know the World’s Greatest Artists, series by Mike Venezia:
 - *Faith Ringgold*
 - *Henri Matisse*
 - *Horace Pippin*
 - *Johannes Vermeer*
 - *Mary Cassatt*
 - *Pieter Bruegel*

a. Elements of Art

- ◆ Light: Observe how artists use light and shadow
James Chapin, Ruby Green Singing
Johannes Vermeer, Milkmaid
- ◆ Space:
Understand two-dimensional and three-dimensional
Observe relationship between two-dimensional and three-dimensional shapes (e.g. square to cube)
Observe how artists can make two-dimensional canvases appear three-dimensional by creating the illusion of depth
Examine the foreground, middle ground, and background in paintings
Jean Millet, The Gleaners

Pieter Bruegel, *Peasant Wedding*

- ◆ Design: how the elements of art work together

Terms: Figure, ground, pattern, balance, symmetry

Examine design in the following:

Rosa Bonheur, *The Horse Fair*

Mary Cassatt, *The Bath*

Early American quilts

Edward Hicks, *The Peaceable Kingdom*

Henri Matisse, cut-outs: *Icarus*

Edvard Munch, *The Scream*

Horace Pippin, *Victorian Interior*

Faith Ringgold, *Tar Beach*

b. American Indian Art

- ◆ Kachina Dolls (Hopi, Zuni)
- ◆ Navajo (Dine) blankets and rugs, sand paintings
- ◆ Jewelry

c. Art of Ancient Roman and Byzantium

- ◆ Elements of Roman architecture: arch, column, dome
- ◆ Le Pont du Gard
- ◆ The Pantheon
- ◆ Byzantine mosaics
- ◆ Hagia Sophia

VI. Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 3, Core Knowledge Foundation
- Getting to Know the World's Greatest Composers, series by Mike Venezia:
 - *Aaron Copland*
 - *Peter Ilich Tchaikovsky*
 - *John Philip Sousa*

a. Elements of Music:

- ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat.
Move responsively to music
Recognize short and long sounds
Discriminate between fast and slow; gradually slowing down and getting faster.
Discriminate between differences in pitch: high and low.
Discriminate between loud and soft; gradually increasing and decreasing volume.
Understand that melody can move up and down.
Hum the melody while listening to music.
Echo shorty rhythms and melodic patterns.
Play simply rhythms and melodies.
Sing unaccompanied, accompanied, and in unison.
Recognize harmony; sing rounds.
Recognize verse and refrain.
Continue work with timbre and phrasing.
Review names of musical notes; scale as a series of notes; singing the C major scale using “do re mi” etc.

- ◆ Understanding the following notation:
 - names of lines and spaces in the treble clef
 - treble clef, staff, bar line, double bar line, measure, repeat signs
 - whole note, half note, quarter note, eighth note
 - whole rest, half rest, quarter rest
 - meter signature 4/4, 2/4, 4/3
 - soft ***pp*** ***p*** loud ***f*** ***ff***

b. Listening and Understanding

- ◆ The Orchestra:
 - Review families of instruments: strings, brass, woodwind, percussion
 - Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to
 - Gioacchino Rossini, *William Tell Overture*, finale (trumpet)
 - Wolfgang Amadeus Mozart, selections from the *Horn Concertos* (French Horn)

Become familiar with woodwind instruments—flute and piccolo (no reeds); clarinet, oboe, bassoon (with reeds)—and listen to

Claude Debussy, Prelude to the *Afternoon of the Faun* (flute)

Opening of George Gershwin’s *Rhapsody in Blue* (clarinet)

◆ Composers and their music

Peter Ilich Tchaikovsky, *Suite from Swan Lake*

John Philip Sousa, *Stars and Stripes Forever*

Aaron Copland, *Fanfare for the Common Man*; “Hoedown” from *Rodeo*,
“Simple Gifts” from *Appalachian Spring*

◆ Musical Connections (to be introduced in connection with topics from other disciplines): Nikolai Rimsky-Korsakov, *Scheherazade*, part one: “The Sea and Sinbad’s Ship”

c. Songs

Alouette

America (“My country, ‘tis of thee”)

A Bicycle Built for Two (chorus only)

Down in the Valley

He’s Got the Whole World in His Hands

He, Ho, Nobody Home (round)

In the Good Old Summertime (chorus only)

Li’l Liza Jane

My Bonnie Lies Over the Ocean

Polly Wolly Doodle

The Man on the Flying Trapeze (chorus only)

The Sidewalks of New York (chorus only)

Simple Gifts (“Tis a gift to be simple”)

This Little Light of Mine

You’re a Grand Old Flag

Fourth Grade

I. Phonics and Literacy

Resources:

For First Year Schools—

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level II Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- Box of Phonogram cards, Riggs Institute
- “Older Student Adaptation: Instructions for 3-6th Grade Teachers,” Access Literacy (pamphlet)
- *The ABC’s and All Their Tricks*, Margaret Bishop
- *My English Orthography Notebook*, Access Literacy

For All Schools—

- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- *English from the Roots Up*, Volume I, Joegil Lundquist
- *Standard Test Lessons in Reading*: Books B, C, and D, McCall-Crabbs
- *Standard Test Lessons in Reading* (Teacher’s Manual), McCall-Crabbs
- *Standard Test Lessons in Reading Answer Sheets*, McCall-Crabbs

- a. **New Schools:** In the first year of a school, 4th grade teachers should spend the first month covering the material in the “Older Student Adaptation” pamphlet, which draws from various lessons in the Level I manual. This will include teaching the phonograms, remediating student handwriting or teaching cursive, and working on more basic spelling lists. After this month, teachers should test students according to the instructions on page 20 of the “Older Student Adaptation” pamphlet. Depending on the class average, the teacher will either review spelling lists as described on page 20, or move forward from at the pace of one spelling-vocabulary list every two weeks, through the entire year or until the students have tested beyond the Level III vocabulary. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- b. **Second-Year Schools:** In the school’s second year, most fourth-grade students will be well acquainted with the Level I and Level II programs from the previous grade, but they will likely not be through the Level III spelling and vocabulary

- words. To begin the new school year, teachers should assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of approximately 4-6 words per day, through the Level III vocabulary list. Most classes should finish the Level III manual before the end of the year. When the class finishes the Level III manual—or if the class orthography assessment scores are above the Level III manual—then teachers should choose spelling and vocabulary words from the curriculum alongside teaching Latin and Greek roots from *English from the Roots Up, Vol. 1*.
- c. **Established Schools:** In established schools, students should have already finished all spelling and vocabulary words in the Level I, II, and III manuals. If necessary, teachers can begin the year by assessing students (as described above and on pages 29-42 of the Level I manual) and doing necessary review of spelling lists from the Level III manual. When finished with the Level III manual, teachers should choose approximately ten words per week from other content areas (science, history, literature, Latin/Greek roots) to explicitly teach as spelling and vocabulary words. From the beginning of the year forward, students should learn 3-4 Latin or Greek roots each week so as to cover all one hundred roots in the first volume of *English from the Roots Up*. English derivatives should be included in weekly spelling tests.
 - d. **All Schools:** Teachers should give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading comprehension books B-F for instruction and practice in reading comprehension 2 or 3 times per week for 15-20 minutes, with books distributed based upon each student's individual ability.

II. Grammar & Composition

Resources:

For First-Year Schools:

- *Well-Ordered Language*, Level 1A, Peters and Coupland
- *Well-Ordered Language*, Level 1B, Peters and Coupland

For Other Schools:

- *Well-Ordered Language*, Level 2A, Peters and Coupland
- *Well-Ordered Language*, Level 2B, Peters and Coupland

Note: For first-year schools, see the scope and sequence for grammar in 3rd grade.

a. Grammar

Level 2A- Review with Introduction of Diagramming

- ◆ Four Kinds of Sentences & Principal Elements
- ◆ Adverbs
- ◆ Adjectives
- ◆ Predicate Verbs
- ◆ Predicate Nominatives
- ◆ Predicate Adjective
- ◆ Possessive Nouns

Level 2B

- ◆ Prepositional Phrases – adverbial & adjectival
- ◆ Compound elements
- ◆ Subject Pronouns
- ◆ Object Pronouns
- ◆ Possessive pronouns
- ◆ Interrogative pronouns
- ◆ Compound Sentences
- ◆ Relative Clauses

b. Composition

- ◆ Informative Paragraph: Teacher provides introductory paragraph. Student writes 3 topic sentences for one of those they also write the body paragraph.

- ◆ Narrative Paragraph: Teacher provides introductory paragraph. Student writes 3 topic sentences for one of those they also write the body paragraph.
- ◆ Persuasive Paragraph: Teacher provides introductory paragraph. Student writes 3 topic sentences for one of those they also write the body paragraph.
- ◆ Informative Essay: Teacher provides introductory paragraph. Student writes 3 body paragraphs.
- ◆ Narrative Essay: Teacher provides introductory paragraph. Student writes 3 body paragraphs.
- ◆ Persuasive Essay: Teacher provides introductory paragraph. Student writes 3 body paragraphs.

III. Literature

Teacher Resources:

- *What Your Fourth Grader Needs to Know*, Core Knowledge Foundation
- *Listen, My Children*, 4th Grade, Core Knowledge Foundation

Student Resources

- *Johnny Tremain*, Esther Forbes
- Core Classics, Core Knowledge Foundation:
 - *Gulliver's Travels*
 - *King Arthur and the Knights of the Roundtable*
 - *Legend of Sleepy Hollow*
 - *Pollyanna*
 - *Robin Hood*
 - *Robinson Crusoe*
 - *Treasure Island*

a. Poetry

Listen, My Children: Poems for Fifth Graders

- ◆ Poems:
 - Afternoon on a Hill, Edna St. Vincent Millay
 - Clarence, Shel Silverstein
 - Clouds, Christina Rossetti
 - Concord Hymn, Ralph Waldo Emerson
 - Dreams, Langston Hughes

the drum, Nikki Giovanni
Fog, Carl Sandburg
George Washington, Rosemary and Stephen Vincent Benet
Humanity, Elma Stuckey
Life Doesn't Frighten Me, Maya Angelou
Monday's Child Is Fair of Face, traditional
Paul Revere's Ride, Henry Wadsworth Longfellow
The Pobble Who Has No Toes, Edward Lear
The Rhinoceros, Ogden Nash
Things, Eloise Greenfield
A Tragic Story, William Makepeace Thackeray

- ◆ Terms: stanza, line

b. Fiction

- ◆ Novels

Johnny Tremain, Esther Forbes

- ◆ Stories

Core Classics

Gulliver's Travels, Jonathan Swift: (excerpt) Gulliver in Lilliput
and Brobdingnag

Pollyanna, Eleanor Porter

Robinson Crusoe, Daniel Defoe

Treasure Island, Robert Louis Stevenson

Robin Hood

What Your Fourth Grader Needs to Know

The Fire on the Mountain

The Magic Brocade

St. George and the Dragon

- ◆ Myths and Mythical Characters

Core Classics

Legends of King Arthur and the Knights of the Round Table: How
Arthur Became King, The Sword in the Stone, The Sword
Excalibur, Guinevere, Merlin and the Lady of the Lake, Sir
Lancelot

- ◆ Literary Terms: novel, plot, setting

c. Sayings and Phrases:

What Your Fourth Grader Needs to Know

An ounce of prevention is worth a pound of cure.

As the crow flies

Beauty is only skin deep.

The bigger they are, the harder they fall.

Birds of a feather flock together. Blow hot and cold

Break the ice

Bull in a china shop

Bury the hatchet

Can't hold a candle to

Don't count your chickens before they hatch.

Don't put all your eggs in one basket.

Etc.

Go to pot

Half a loaf is better than none.

Haste makes waste.

Laugh and the world laughs with you.

Lightning never strikes twice in the same place.

Live and let live.

Make ends meet.

Make hay while the sun shines.

Money burning a hole in your pocket

Once in a blue moon

One picture is worth a thousand words.

On the warpath

RSVP

Run-of-the-mill

Seeing is believing.

Shipshape

Through thick and thin

Timbuktu

Two wrongs don't make a right.

When it rains, it pours.

You can lead a horse to water, but you can't make it drink.

IV. History and Geography

Resources:

- *The Thirteen Colonies* (Reader), Core Knowledge Foundation
- *Using Maps and Exploring World Mountains* (Reader), Core Knowledge Foundation
- *Medieval Europe* (Reader), Core Knowledge Foundation
- *Early African Kingdoms and Islamic Empires* (Reader), Core Knowledge Foundation
- *Dynasties of China* (Reader), Core Knowledge Foundation
- *The American Revolution* (Reader), Core Knowledge Foundation
- *The United States Constitution* (Reader), Core Knowledge Foundation
- *Early Presidents* (Reader), Core Knowledge Foundation
- *American Reformers* (Reader), Core Knowledge Foundation
- *The Story of the World, Volume 2: The Middle Ages*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- *The Role of Religion in the Early Islamic World*, Jim Whiting
- *Crusades: the struggle for the Holy lands* (DK Discoveries), Rice and Gravett
- Other DK Eyewitness Books (useful as a visual aid, especially because neither Bauer nor Eggleston use many pictures or maps)

Fall Semester –

- a. Geography
 - ◆ Geographic Tools: Map keys, latitude and longitude, coordinates, degrees, relief maps.
 - ◆ Mountains: Andes, Rockies, Appalachians, Himalayas, Urals, Atlas, Alps, and highest mountains on each continent.
- b. Europe in the Middle Ages
 - ◆ Geography of Europe
 - ◆ Germanic Tribes, 200 A.D. to the Fall of Rome
 - ◆ Development of Christian Church: hierarchy, major counsels, conversion of Germanic tribes, rise of monasteries, Charlemagne, and schism of East and West.
 - ◆ Feudalism
 - ◆ Norman Conquest
 - ◆ Growth of Towns: commerce, guilds, weakening of feudalism.
 - ◆ England in the Middle Ages: Henry II, Thomas Becket, Magna Carta, King John, Parliament, Hundred Years' War, Joan of Arc, Black Plague.
- c. Spread of Islam, confrontations between Islam and Christendom

- ◆ Islam, terms and founding: Muhammad, Allah, Qur'an, jihad, Mecca, Medina, mosques, and Five Pillars.
 - ◆ Early split between Sunni and Shii Muslims.
 - ◆ Spread of Islam: North Africa, eastern Roman empire, Spain, Mediterranean, and Istanbul.
 - ◆ Contributions of Islamic Civilization: Avicenna, Arabic numerals, scientific development, preservation of Greek and Roman texts, art, Cordoba.
 - ◆ Interaction with Christendom: Jerusalem, Crusades, Saladin, Richard the Lion-Hearted, Moors, and trade and cultural exchange between Islamic and Christian civilization.
- d. Early and Medieval African Kingdoms
- ◆ Geography of Africa
 - ◆ Early African Kingdoms: Kush, Axum
 - ◆ Medieval Kingdoms of the Sudan: Ghana, Mali, Songhai, trans-Saharan trade.
- e. China: Dynasties and Conquerors
- ◆ Qin Shihuangdi, first emperor
 - ◆ Han Dynasty: Silk Road, invention of paper
 - ◆ Tang and Song Dynasties: trade, compass, gunpowder, paper money
 - ◆ Mongol Invasions
 - ◆ Ming Dynasty

Spring Semester –

- f. American Revolution
- ◆ French and Indian War: Alliances with Native Americans, Battle of Quebec
 - ◆ Causes and Provocations: Taxation, Boston Massacre, Crispus Attucks, Boston Tea Party, Intolerable Acts, First Continental Congress, Thomas Paine, Patrick Henry (Give Me Liberty or Give Me Death).
 - ◆ The Revolution: Paul Revere, Lexington and Concord, Bunker Hill, Second Continental Congress, General George Washington, Declaration of Independence, Loyalists, Saratoga, alliance with France, Valley Forge, Benedict Arnold, Cornwallis, Yorktown.

g. Making a Constitutional Government:

- ◆ Ideas behind the Declaration of Independence
- ◆ From Declaration to Constitution: Republican government, legislative supremacy, Articles of Confederation.
- ◆ Constitutional Convention: Founding Fathers, arguments between large and small states, issue of slavery and 3/5s compromise.
- ◆ US Constitution: Preamble, separation of powers, incentives and limitations of the three branches, institutional checks, limits on federal power, Bill of Rights.
- ◆ Institutions of Republican Government: current president, current vice-president, current state governor, state constitutions, state institutions, local government and officials, taxation, citizen participation.

h. Early Presidents and Politics:

- ◆ George Washington: cabinet, Whiskey Rebellion, Farewell Address.
- ◆ John Adams
- ◆ Growth of Political Parties: Elections of 1796 and 1800, competing visions between Jefferson and Hamilton.
- ◆ Jeffersonian America: Louisiana Purchase, Democratic Party, James Madison, War of 1812, James Monroe, Monroe Doctrine, John Quincy Adams
- ◆ Andrew Jackson: Battle of New Orleans, national bank, populist appeals, Indian removal policies.

V. Mathematics

Resources:

- Primary Mathematics Textbooks 4A & 4B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 4A & 4B, US Edition, Singapore Mathematics
- Primary Math Teacher's Guides 4A & 4B, US Edition, Singapore Mathematics

Fall Semester –

a. Whole Numbers

- ◆ Numbers to 100,000
- ◆ Rounding off numbers
- ◆ Factors

- ◆ Multiples
- b. Multiplication and Division of Whole Numbers
 - ◆ Multiplication by a 1-digit number, division by a 1-digit number and by 10.
 - ◆ Multiplication by a 2-digit number
- c. Fractions
 - ◆ Adding fractions
 - ◆ Subtracting fractions
 - ◆ Mixed numbers
 - ◆ Improper fractions
 - ◆ Fraction of a set
- d. Tables and Graphs
 - ◆ Presenting data
- e. Angles
 - ◆ Measuring angles
- f. Perpendicular and Parallel Lines
 - ◆ Perpendicular lines
 - ◆ Parallel lines
- g. Area and Perimeter
 - ◆ Rectangles and squares
 - ◆ Composite figures

Spring Semester –

- h. Decimals
 - ◆ Tenths
 - ◆ Hundredths
 - ◆ Thousandths
 - ◆ Rounding off
- i. The Four Operations of Decimals
 - ◆ Addition and subtraction
 - ◆ Multiplication
 - ◆ Division
- j. Measures

- ◆ Multiplication
- ◆ Division
- k. Symmetry
 - ◆ Symmetric figures
- l. Solid Figures
 - ◆ Identifying solid figures
- m. Volume
 - ◆ Cubic units
 - ◆ Volume of a cuboid

VI. Science

Teacher Resources:

- *Benjamin Banneker: Pioneering Scientist*, Ginger Wadsworth
- *Charles Drew: Doctor Who Got the World Pumped Up to Donate Blood*, Mike Venezia
- *Elizabeth Blackwell: First Woman Physician*, Tristan Boyer Binns
- *Michael Faraday, Father of Electronics*, Charles Ludwig
- Science Explorer series (Teacher's Editions): *Chemical Building Blocks, Chemical Interactions, Earth's Changing Surface, Electricity and Magnetism, Human Biology and Health, Inside Earth, Integrated Lab Manual, The Nature of Science and Technology, Weather and Climate*
- *What are You Figuring Now?: A Story about Benjamin Banneker*, Jeri Ferris

Student Resources:

- DeltaScience ContentReaders series (purple editions): *Air and Water, Electricity and Magnetism, Inside Earth, Human Body Systems, Properties of Matter, Soils, Weather and Climate, Weathering and Erosion*
- *ScienceSaurus: A Student Handbook* (green softcover), Houghton Mifflin Harcourt

- a. The Human Body
 - ◆ The circulatory system
 - Pioneering work of William Harvey
 - Heart: four chambers (atrium/atria or atriums [plural] and ventricle/ventricles), aorta
 - Blood
 - Blood vessels: arteries, veins, capillaries Blood pressure, pulse
 - Coagulation (clotting)
 - Filtering function of liver and spleen

Fatty deposits can clog blood vessels and cause a heart attack. • Blood types (four basic types: A, B, AB, O) and transfusions

- ◆ The respiratory system
Process of taking in oxygen and getting rid of carbon dioxide
Nose, throat, voice box, trachea (windpipe)
Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli (air sacs)
Smoking: damage to lung tissue, lung cancer
- ◆ Biography: Elizabeth Blackwell (first female to graduate from medical school in the United States)
- ◆ Biography: Charles Drew (pioneered work in blood research, blood transfusions, and the development of blood banks)

b. Chemistry: Basic Terms and Concepts

- ◆ Atoms
All matter is made up of particles too small for the eye to see, called atoms.
Scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries, the models help us imagine what we cannot see.
Atoms are made up of even tinier particles: protons, neutrons, electrons.
The concept of electrical charge
- ◆ Properties of Matter
Mass: the amount of matter in an object, similar to weight
Volume: the amount of space a thing fills
Density: how much matter is packed into the space an object fills
Vacuum: the absence of matter
- ◆ Elements
Elements are the basic kinds of matter, of which there are a little more than one hundred. There are many different kinds of atoms, but an element has only one kind of atom. Familiar elements, such as gold, copper, aluminum, oxygen, iron
Most things are made up of a combination of elements.
- ◆ Solutions
A solution is formed when a substance (the solute) is dissolved in another substance (the solvent), such as when sugar or salt is dissolved in water;

the dissolved substance is present in the solution even though you cannot see it.

Concentration and saturation (as demonstrated through simple experiments with crystallization)

c. Electricity

- ◆ Electricity as the charge of electrons
- ◆ Static electricity
- ◆ Electric current
- ◆ Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse)
- ◆ Conductors and insulators
- ◆ Electromagnets: how they work and common uses
- ◆ Using electricity safely
- ◆ Biography: Michael Faraday (chemist and physicist whose work led to the development of the electric motor and electric generator)

d. Geology: The Earth and Its Changes

- ◆ The Earth's Layers
 - Crust, mantle, core (outer core and inner core)
 - Movement of crustal plates
 - Earthquakes
 - Volcanoes
 - Hot springs and geysers
 - Theories of how the continents and oceans were formed: Pangaea and continental drift
- ◆ How mountains are formed
 - Volcanic mountains, folded mountains, fault-block mountains, dome-shaped mountains
 - Undersea mountain peaks and trenches (Mariana Trench)
- ◆ Rocks
 - Formation and characteristics of metamorphic, igneous, and sedimentary rock
- ◆ Weathering and erosion
 - Physical and chemical weathering
 - Weathering and erosion by water, wind, and glaciers

The formation of soil: topsoil, subsoil, bedrock

- ◆ Biography: James Hutton (geologist)

e. Meteorology

- ◆ The water cycle (review from grade 2): evaporation, condensation, precipitation
- ◆ Clouds: cirrus, stratus, cumulus (review from grade 2)
- ◆ The atmosphere
- ◆ Air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses
- ◆ Cold and warm fronts: thunderheads, lightning and electric charge, thunder, tornadoes, hurricanes
- ◆ Forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites
- ◆ Weather and climate: “weather” refers to daily changes in temperature, rainfall, sunshine, etc., while “climate” refers to weather trends that are longer than the cycle of the seasons.
- ◆ Biography: Benjamin Banneker (published almanac; reproduced plans to build Washington, D.C. entirely from memory)

VII. Visual Arts

Resources:

- Art Resources, Grade 4, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation
- *Children’s Book of Art*, DK Eyewitness

a. Art of the Middle Ages in Europe:

- ◆ Madonnas, illuminated manuscripts, tapestries
- ◆ Gothic architecture: spires, pointed arches, flying buttresses, rose windows, gargoyles and statues; famous cathedrals, including Notre Dame

b. Islamic Art and Architecture:

- ◆ Illuminated manuscripts; including illuminated Qu’ran
- ◆ Islamic architecture: features like domes and minarets; famous buildings including Dome of the Rock, Alhambra Palace, Taj Mahal

- c. Art of Africa
 - ◆ Spiritual purposes and significance: e.g., masks used in ceremonies for planting, harvesting, and hunting
 - ◆ Art from specific peoples and regions: antelope headdresses of Mali, sculptures by Yoruba artists in the city of Ife, ivory carvings and bronze sculptures of Benin
- d. Art of China: silk scrolls, calligraphy, porcelain
- e. Art of the early United States:
 - ◆ Famous portraits and paintings, including *Paul Revere* by John Singleton Copley and *George Washington* and *Washington Crossing the Delaware* by Gilbert Stuart
 - ◆ Architecture: Monticello, Georgian architecture (especially neo-classical manifestations like Greek Revival).

VIII. Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 4, Core Knowledge Foundation

- a. Elements of Music:
 - ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.
Discriminate between fast and slow; gradually slowing down and getting faster. Discriminate between differences in pitch: high and low.
Discriminate between loud and soft; gradually increasing and decreasing volume. Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).
Sing unaccompanied, accompanied, and in unison.
Recognize harmony; sing simple rounds and canons.
Recognize verse and refrain; also, introduction and coda.
Continue work with timbre and phrasing.

Recognize theme and variations, and listen to Mozart, Variations on “*Ah! vous dirai-je Maman*” (familiarily known as “Twinkle Twinkle Little Star”). Sing or play simple melodies.

- ◆ Understanding the following notation:
names of lines and spaces in the treble clef; middle C
treble clef, staff, bar line, double bar line, measure, repeat signs
whole note, half note, quarter note, eighth note
whole rest, half rest, quarter rest
tied notes and dotted notes
sharps flats
Da capo [D.C.] *al fine*
meter signature 4/4, 2/4, 4/3
soft ***pp p mp*** loud ***mf f ff***

b. Listening and Understanding

- ◆ The Orchestra: Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, *The Young Person’s Guide to the Orchestra*.
- ◆ Vocal Ranges
Recognize vocal ranges of the female voice
Recognize vocal ranges of the male voice
- ◆ Composers and their music:
George Frederick Handel, “Hallelujah Chorus” from *The Messiah*
Franz Joseph Haydn, *Symphony No. 94* (“Surprise”)
Wolfgang Amadeus Mozart, *The Magic Flute*, selections, including:
Overture; Introduction, “Zu Hilfe! Zu Hilfe!” (Tamino, Three Ladies); Aria, “Der Vogelfanger bin ich ja” (Papageno); Recitative and Aria, “O zittre nicht, mein lieber Sohn!” (Queen of the Night); Aria, “Ein Madchen oder Weibchen” (Papageno); Duet, “Pa-pa-gena! Pa-pa-geno!” (Papageno and Papagena); Finale, Recitative and Chorus, “Die Strahlen der Sonne” (Sarastro and Chorus)
- ◆ Musical Connections:
Gregorian Chant

c. Songs

Auld Lang Syne

Blow the Man Down
Cockles and Mussels
Comin' Through the Rye
I Love the Mountains (round"
Loch Lomond
My Grandfather's Clock
Taps
The Yellow Rose of Texas
Waltzing Matilda

Songs of the U.S. Armed Forces:

Air Force Song
Navy Song (Anchors Aweigh)
The Army Goes [The Caissons Go] Rolling Along
The Marine's Hymn

Fourth Grade Curriculum

	August-September	October	November	December	January	February	March	April	May
Math (Primary Mathematics)	Lessons 1-2 (4A)	Lesson 3 (4A)	Lessons 4-5 (4A)	Lessons 6-7 (4A)	Lesson 1 (4B)	Lesson 2 (4B)	Lessons 2-3 (4B)	Lessons 4-5 (4B)	Lesson 6 (4B)
Literature	Pollyanna	Robin Hood	King Arthur Saint George & the Dragon	The Magic Brocade Gulliver's Travels	Gulliver's Travels Fire on the Mountain	Rip Van Winkle Sleepy Hollow Robinson Crusoe	Robinson Crusoe	Johnny Tremain	Treasure Island
Orthography (Riggs)	Intro of Roots 3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week
Grammar (Well Ordered Language)	Principle Elements Diagramming Adjectives	Adjectives Adverbs	Direct Objects Predicate Nominative	Predicate Adjective Possessive Nouns	Prepositions Prepositional Phrases	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound and Complex Sentences Relative Clauses	Comma Quotation Mark Apostrophe
Composition	Informative Body Paragraph & 2 topic sentences	Narrative Body Paragraph & 2 topic sentences	Persuasive Body Paragraph & 2 topic sentences	Review/Remediation	Review/Remediation	3 Informative Body Paragraphs	3 Narrative Body Paragraphs	3 Persuasive Body Paragraphs	Review/Remediation
Science	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell Maps Mountains Medieval Europe	Geology James Hutton	Geology	Geology	Meteorology	Meteorology	Chemistry	Chemistry	Electricity Michael Faraday
History & Geography	Medieval Europe	Medieval Europe Islam	Crusades Medieval African Kingdoms	Ancient China	American Revolution	Making the Constitution	The Federalist Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
Art	Medieval Europe	Islamic Art and Architecture	Africa	Ancient China	Late 18 th -century US	Late 18 th -century US	Monticello	Georgian Architecture	
Music	Basic Notation 2 songs	Basic Elements 2 songs	F. J. Hayden 2 songs	Vocal Ranges G. F. Handel 1 song	Orchestra 2 songs	W. A. Mozart 2 songs	W. A. Mozart 2 songs	Gregorian Chant 1 song	Review notation, elements, ranges

Fifth Grade

I. Phonics and Literacy

Resources:

For First Year Schools—

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level II Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- *The ABC’s and All Their Tricks*, Margaret Bishop
- Box of Phonogram cards, Riggs Institute
- “Older Student Adaptation: Instructions for 3-6th Grade Teachers,” Access Literacy (pamphlet)
- *My English Orthography Notebook*, Access Literacy

For All Schools—

- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- *English from the Roots Up*, Volume I, Joegil Lundquist
- *English from the Roots Up*, Volume II, Joegil Lundquist
- *Standard Test Lessons in Reading: Books C-F*, McCall-Crabbs
- *Standard Test Lessons in Reading (Teacher’s Manual)*, McCall-Crabbs
- *Standard Test Lessons in Reading Answer Sheets*, McCall-Crabbs

- a. **New Schools:** In the first year of a school, 5th grade teachers should spend the first month covering the material in the “Older Student Adaptation” pamphlet, which draws from various lessons in the Level I manual. This will include teaching the phonograms, remediating student handwriting or teaching cursive, and working on more basic spelling lists. After this month, teachers should test students according to the instructions on page 20 of the “Older Student Adaptation” pamphlet. Depending on the class average, the teacher will either review spelling lists as described on page 20, or move forward from at the pace of one spelling-vocabulary list every two weeks, through the entire year or until the students have tested beyond the Level III vocabulary. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- b. **Second-Year Schools:** In the school’s second year, most fifth-grade students will be well acquainted with the Level I, II, and III programs from the previous grade,

but they may not be through the Level III spelling and vocabulary words. To begin the new school year, teachers should assess the class ability level using the assessments and related instructions on pages 29-42 of the Level I manual. Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of one spelling-vocabulary list every two weeks through the entire year. When the class finishes the Level III manual—or if the class orthography assessment scores are above the Level III manual—then teachers should choose spelling and vocabulary words from the curriculum alongside teaching Latin and Greek roots from *English from the Roots Up*. Teachers should plan to explicitly teach approximately 300 words throughout the school year.

- c. **Established Schools:** In established schools, students should have already finished all spelling and vocabulary words in the Level I, II, and III manuals. If necessary, teachers can begin the year by assessing students (as described above and on pages 29-42 of the Level I manual) and doing necessary review of spelling lists from the Level III manual. When finished with review of the Level III manual, teachers should choose approximately ten vocabulary words per week from other content areas (science, history, literature, Latin/Greek roots) to explicitly instruct for spelling and usage. Students should be given regular practice opportunities for spelling and usage of the new vocabulary. Then vocabulary can be tested weekly or bi-weekly to assess mastery. From the beginning of the year forward, students should learn 3-4 Latin or Greek roots each week so as to cover all one hundred roots in the second volume of *English from the Roots Up*. English derivatives should be included in practice opportunities and weekly spelling tests.
- d. **All Schools:** Teachers should give students five McCall-Crabbs reading comprehension passages as 3-minute timed tests to assess the students' reading comprehension levels. Teachers should then use McCall-Crabbs reading comprehension books C-F for instruction and practice in reading comprehension 2 or 3 times per week for 15-20 minutes, with books distributed based upon each student's individual ability.

II. Grammar & Composition

Resources:

For First-Year Schools:

- *Well-Ordered Language*, Level 2A, Peters and Coupland
- *Well-Ordered Language*, Level 2B, Peters and Coupland

For Other Schools:

- *Well-Ordered Language*, Level 3A, Peters and Coupland
- *Well-Ordered Language*, Level 3B, Peters and Coupland

a. Grammar

Level 3A

- ◆ Four Kinds of Sentences & Principal Elements
- ◆ Adverbs & Adjectives
- ◆ Direct Objects
- ◆ Predicate Verb, Predicate Nominative, Predicate Adjective
- ◆ Sensory Linking verbs
- ◆ Prepositional Phrases
- ◆ Personal pronouns
- ◆ Compound elements
- ◆ Indirect Objects
- ◆ Interrogative pronouns
- ◆ Relative Clauses

Level 3B

- ◆ Adverbial elements & Interrogative Adverbs
- ◆ Adverbial clauses
- ◆ Reflexive pronouns
- ◆ Verbals - Participles
- ◆ Verbals - Gerunds
- ◆ Verbals - Infinitives
- ◆ Compound-complex sentences

b. Composition

- ◆ Informative Essay: Teacher provides introductory paragraph, which the student revises. Student writes 3 body paragraphs.
- ◆ Narrative Essay: Teacher provides introductory paragraph, which the student revises. Student writes 3 body paragraphs.
- ◆ Persuasive Essay: Teacher provides introductory paragraph, which the student revises. Student writes 3 body paragraphs.

III. Literature

Teacher Resources:

- *What Your Fifth Grader Needs to Know*, Core Knowledge Foundation
- *The Adventures of Tom Sawyer*, Norton Critical Edition
- Text Resources, Grade 5, Core Knowledge Foundation
- *Comedy of Errors* DVD, Globe Theatre Production

Student Resources:

- *Listen, My Children*, 5th Grade, Core Knowledge Foundation
- *The Adventures of Tom Sawyer*, Mark Twain
- *Comedy of Errors*, William Shakespeare
- *The Secret Garden*, Frances Hodgson Burnett
- *Wind in the Willows*, Kenneth Grahame
- 5th Grade Core Classics, Core Knowledge Foundation:
 - *Little Women*
 - *Sherlock Holmes*
 - *Don Quixote*
 - *Narrative of the Life of Frederick Douglass*

a. Poetry

Listen, My Children: Poems for Fifth Graders

◆ Poems:

The Arrow and the Song, Henry Wadsworth Longfellow

Barbara Frietchie, John Greenleaf Whittier

Battle Hymn of the Republic, Julia Ward Howe

A bird came down the walk, Emily Dickinson

Casey at the Bat, Ernest Lawrence Thayer

The Eagle, Alfred Lord Tennyson

I Hear America Singing, Walt Whitman

I like to see it lap the miles, Emily Dickinson

I, too, sing America, Langston Hughes

Jabberwocky, Lewis Carroll

Narcissa, Gwendolyn Brooks

O Captain! My Captain! Walt Whitman

A Poison Tree, William Blake

The Road Not Taken, Robert Frost

The Snowstorm, Ralph Waldo Emerson

Some Opposites, Richard Wilbur

The Tiger, William Blake

A Wise Old Owl, Edward Hersey Richards

- ◆ Terms: onomatopoeia, alliteration

b. Fiction

- ◆ Novels

The Adventures of Tom Sawyer, Mark Twain

The Secret Garden, Frances Hodgson Burnett

Wind in the Willows, Kenneth Grahame

- ◆ Stories

Core Classics

Don Quixote, Miguel de Cervantes

Little Women (part first), Louisa May Alcott

Narrative of the Life of Frederick Douglass, Frederick Douglass

Tales of Sherlock Holmes, including “The Red-Headed League,”

Arthur Conan Doyle

- ◆ Drama

Comedy of Errors, William Shakespeare

Terms: tragedy, comedy, act, scene, Globe Theater

- ◆ Myths and Legends

What Your Fifth Grader Needs to Know

The Samurai’s Daughter

The Sun Dance,

Coyote Goes to the Land of the Dead

- ◆ Literary Terms:

pen name (pseudonym)

literal and figurative language: imagery, metaphor, simile, symbol,
personification

c. Sayings and Phrases:

What Your Fifth Grader Needs to Know

Birthday suit

Bite the hand that feeds you.

Chip on your shoulder

Count your blessings.

Eat Crow

Eleventh hour

Eureka!

Every cloud has a silver lining.

Few and far between

Forty winks

The grass is always greener on the other side

To kill two birds with one stone

Lock, stock, and barrel

Make a mountain out of a molehill

A miss is as good as a mile.

It's never too late to mend.

Out of the frying pan and into the fire.

A penny saved is a penny earned.

Read between the lines.

Sit on the fence

Steal his/her thunder

Take the bull by the horns.

Till the cows come home

Time heals all wounds.

Tom, Dick, and Harry

Vice versa

A watched pot never boils.

Well begun is half done.

What will be will be.

IV. History and Geography

Resources:

- *World Lakes* (Reader), Core Knowledge Foundation
- *Maya, Aztec, and Inca Civilizations* (Reader), Core Knowledge Foundation
- *The Age of Exploration* (Reader), Core Knowledge Foundation
- *The Renaissance and Reformation* (Reader), Core Knowledge Foundation
- *England in the Golden Age* (Reader), Core Knowledge Foundation
- *Early Russia* (Reader), Core Knowledge Foundation
- *Feudal Japan* (Reader), Core Knowledge Foundation
- *The Geography of the United States* (Reader), Core Knowledge Foundation
- *Westward Expansion Before the Civil War* (Reader), Core Knowledge Foundation
- *The Civil War* (Reader), Core Knowledge Foundation
- *Native Americans and Westward Expansion: Cultures and Conflicts* (Reader), Core Knowledge Foundation
- *The Story of the World, Volume 2: The Middle Ages*, Susan Wise Bauer
- *The Story of the World, Volume 3: Early Modern Times*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- DK Eyewitness Books (useful as a visual aid, especially because neither Bauer nor Eggleston use many pictures or maps)
- *Narrative of the Life of Frederick Douglass*, Core Classics, Core Knowledge Foundation

Fall Semester –

a. Geography

- ◆ Geographic Tools: Map keys, latitude and longitude, coordinates, degrees, relief maps
- ◆ The Globe: Tropic of Cancer, Tropic of Capricorn, climate zones, time zones, Arctic Circle, Antarctic Circle, depiction of the globe (Mercator projection, conic and plane projections)
- ◆ Great Lakes: Caspian Sea, Aral Sea, Victoria, Tanganyika, Chad, Superior, Huron, Michigan, Maracaibo, Titicaca

b. Early American Civilizations

- ◆ Geography of Central and South America
- ◆ The Mayas: pyramids, temples, hieroglyphic writing, astronomy, mathematics, 365-day calendar
- ◆ The Aztecs: warrior culture, Tenochtitlan, aqueducts, temples, Moctezuma (Montezuma), ruler-priests, human sacrifice
- ◆ The Inca: Machu Picchu, Cuzco, mountain road network
- ◆ Spanish Conquerors: Cortés, Pizzaro, advantages of Spanish weapons, devastation of European diseases

c. European Exploration, Trade, and the Clash of Cultures

◆ Background:

Motivations:

Muslims controlled overland trade routes

Profit through trade

Spread of Christianity

Geography:

The Moluccas, or “Spice Islands”

Indochina, Malay Peninsula, Philippines

Define: archipelago

“Ring of Fire”: earthquakes and volcanic activity

◆ Portugal:

Prince Henry the Navigator, exploration of the West African coast

Bartolomeu Dias rounds the Cape of Good Hope

Vasco da Gama: spice trade with India, exploration of East Africa

Portuguese conquer East African Swahili city-states

Cabral claims Brazil

◆ Spain:

Two worlds meet: Christopher Columbus and the Tainos

Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples

Treaty of Tordesillas between Portugal and Spain

Balboa reaches the Pacific

Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage

◆ England and France:

Search for Northwest Passage

Colonies in North America and West Indies

Trading posts in India

◆ Holland:

The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies

The Dutch in South Africa, Cape Town

The Dutch in North America: New Netherland, later lost to England

◆ Trade and Slavery:

The sugar trade:

African slaves on Portuguese sugar plantations on islands off West African coast, such as Sao Tome.

Sugar plantations in Caribbean

Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and Americas; the “Slave Coast” in West Africa, The Middle Passage

d. The Renaissance

- ◆ Islamic scholars translate Greek works and so help preserve classical civilization
- ◆ A rebirth of ideas from ancient Greece and Rome
- ◆ New trade and new wealth
- ◆ Italian city states: Venice, Florence, Rome
- ◆ Patrons of the arts and learning: the Medici Family of Florence, the Popes in Rome
- ◆ Leonardo da Vinci, Michelangelo
- ◆ Renaissance ideals and values as embodied in Castiglione’s *The Courtier* and Machiavelli’s *The Prince*
- ◆ Copernicus and Galileo: Ptolemaic (earth-centered) vs. sun-centered models of the universe.

e. The Reformation

- ◆ Gutenberg’s printing press: the Bible made widely available
- ◆ The Protestant Reformation: Martin Luther and the 95 Theses, John Calvin
- ◆ Counter-Reformation

f. England from the Golden Age to the Glorious Revolution:

- ◆ The Golden Age
Henry VIII and the Church of England
Elizabeth I
British naval dominance: defeat of Spanish Armada, Sir Francis Drake,
British exploration and North American settlements
- ◆ The English Revolution
King Charles I, Puritans and Parliament

Civil War: Cavaliers and Roundheads

Execution of Charles I

Oliver Cromwell and the Puritan Regime

The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America

◆ The “Glorious Revolution”

King James II replaced by William and Mary

Bill of Rights: Parliament limits the power of the monarchy

g. Russia: Early Growth and Expansion

◆ Geography

Moscow and St. Petersburg, Ural Mountains, Siberia, steppes

Volga River, Don River, Black Sea, Caspian Sea, Baltic Sea

Search for a warm-water port

◆ History and Culture

Russia as successor to the Byzantine Empire: Moscow as new center of Eastern Orthodox Church and of Byzantine culture (after fall of Constantinople in 1453)

Ivan III (the Great), czar (from the Latin “Caesar”)

Ivan IV (the Terrible)

Peter the Great: modernizing and “Westernizing” Russia

Catherine the Great: reforms of Peter and Catherine make life even harder for peasants

h. Feudal Japan

◆ Geography

Sea of Japan, four main islands (Hokkaido, Honshu, Shikoku, Kyushu),

Tokyo

The Pacific Rim, typhoons, earthquakes

◆ History and Culture

Emperor as nominal leader, real power in the hands of shoguns

Samurai, code of Bushido

Rigid class system

Closed to outsiders

Buddhism: the four Noble Truths and the Eighthfold Path, Nirvana

Shintoism: reverence for ancestors, reverence for nature, *kami*

Spring Semester –

- i. Geography:
 - ◆ Fifty states and capitals
 - ◆ Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
 - ◆ Gulf Stream, affect on climate
 - ◆ Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest
- j. Westward Expansion Before the Civil War
 - ◆ Geography
 - Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
 - Erie Canal connecting the Hudson River and Lake Erie
 - Appalachian and Rocky Mountains
 - Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean
 - Great Plains stretching from Canada to Mexico
 - ◆ Early exploration of the West
 - Daniel Boone, Cumberland Gap, Wilderness Trail
 - Lewis and Clark, Sacagawea
 - “Mountain Men,” fur trade
 - Zebulon Pike, Pike’s Peak
 - ◆ Pioneers
 - Getting there in wagon trains, flatboats, steamboats
 - Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).
 - Land routes: Santa Fe Trail and Oregon Trail
 - Mormons (Latter-day Saints) settle in Utah, Brigham Young, Salt Lake
 - Gold Rush, ’49ers
 - ◆ Native American resistance
 - More and more settlers move onto Native American lands, treaties made and broken
 - Tecumseh (Shawnee): attempted to unite tribes in defending their land
 - Battle of Tippecanoe
 - Osceola, Seminole leader

- ◆ “Manifest Destiny” and conflict with Mexico
 - The meaning of “manifest destiny”
 - Early settlement of Texas: Stephen Austin
 - General Antonio Lopez de Santa Anna
 - Battle of the Alamo (“Remember the Alamo”), Davy Crockett, Jim Bowie
- ◆ The Mexican-American War
 - General Zachary Taylor (“Old Rough and Ready”)
 - Some Americans strongly oppose the war, Henry David Thoreau’s “Civil Disobedience”
 - Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)
- k. Causes and Conflicts of the Civil War:
 - ◆ Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
 - ◆ Slave life and rebellions
 - ◆ Industrial North versus agricultural South
 - ◆ Mason-Dixon Line
 - ◆ Controversy over whether to allow slavery in territories and new states: Missouri Compromise of 1820, Dred Scott decision allows slavery in the territories
 - ◆ Importance of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
 - ◆ John Brown, Harper’s Ferry
 - ◆ Lincoln: “A house divided against itself cannot stand;” Lincoln-Douglas debates, Lincoln elected president.
 - ◆ Southern secession
- l. The Civil War
 - ◆ Military actions: Fort Sumter, First Battle of Bull Run, USS Monitor and CSS Virginia (ironclads), Battle of Antietam Creek, Gettysburg, Sherman’s march to the sea, burning of Atlanta, fall of Richmond, surrender at Appomattox
 - ◆ People: Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Stonewall Jackson, William Tecumseh Sherman
 - ◆ Terms: Confederacy, Yankees and Rebels (Blue and Gray)
 - ◆ The Emancipation Proclamation

- ◆ Gettysburg Address, Lincoln’s Second Inaugural
- ◆ African-American troops, Massachusetts Regiment led by Colonel Shaw
- ◆ Assassination of Lincoln by John Wilkes Booth

m. Reconstruction

- ◆ The South in ruins
- ◆ Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment
- ◆ Carpetbaggers and scalawags
- ◆ Freemen’s Bureau, “40 Acres and a mule”
- ◆ 13th, 14th, and 15th Amendments to the Constitution
- ◆ Black Codes, the Ku Klux Klan and “vigilante justice”
- ◆ End of Reconstruction, Compromise of 1877, all federal troops removed from the South

n. Native Americans: Cultures and Conflicts

- ◆ Culture and Life
 - Great Basin (e.g., Nez Perce)
 - Plateau (e.g., Shoshone and Ute)
 - Plains (e.g. Arapaho, Cheyenne, Lakota [Sioux], Blackfeet, Crow)
 - Extermination of buffalo (review from grade 2)
 - Pacific Northwest (e.g. Chinook, Kwakiutl, Yakima)
- ◆ American Government Policies
 - Bureau of Indian Affairs
 - Forced removal to reservations
 - Attempts to break down tribal life, assimilation policies, Carlisle School
- ◆ Conflicts
 - Sand Creek Massacre
 - Little Big Horn: Crazy Horse, Sitting Bull, Custer’s Last Stand
 - Wounded Knee: Ghost Dance
 - Nez Perce Removal; “I will fight no more forever,” Chief Joseph (Highh’moot Tooyalakekt)

o. Westward Expansion After the Civil War

- ◆ Homestead Act (1862), many thousands of Americans and immigrants start farms in the West
- ◆ “Go west, young man” (Horace Greeley’s advice)

- ◆ Railroads, Transcontinental Railroad links east and west, immigrant labor
- ◆ Cowboys, cattle drives
- ◆ The “wild west,” reality versus legend: Billy the Kid, Jesse James, Annie Oakley, Buffalo Bill
- ◆ “Buffalo Soldiers,” African American troops in the West
- ◆ U.S. purchases Alaska from Russia, “Seward’s folly”
- ◆ 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier

V. Mathematics

Resources:

- Primary Mathematics Textbooks 5A & 5B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 5A & 5B, US Edition, Singapore Mathematics
- Primary Math Teacher’s Guides 5A & 5B, US Edition, Singapore Mathematics

Fall Semester –

- a. Whole Numbers
 - ◆ Place values
 - ◆ Millions
 - ◆ Approximation and estimation
 - ◆ Multiplying by tens, hundreds, or thousands
 - ◆ Dividing by tens, hundreds, or thousands
 - ◆ Order of operations
 - ◆ Word problems
- b. Multiplication and Division by a 2-Digit Whole Number
- c. Fractions
 - ◆ Fraction and division
 - ◆ Addition and subtraction of unlike fractions
 - ◆ Addition and subtraction of mixed numbers
 - ◆ Product of a fraction and a whole number
 - ◆ Product of fractions
 - ◆ Dividing a fraction by a whole number
 - ◆ Word problems

- d. Area of Triangle
- e. Ratio
 - ◆ Finding ratio
 - ◆ Equivalent ratios
 - ◆ Comparing three quantities
- f. Angles
 - ◆ Measuring angles
 - ◆ Finding unknown angles

Spring Semester –

- g. Decimals
 - ◆ Approximation and estimation
 - ◆ Multiplication by tens, hundreds, or thousands
 - ◆ Division by tens, hundreds, or thousands
 - ◆ Multiplying by a 2-digit whole number
 - ◆ Conversion of measurements
- h. Percentage
 - ◆ Percent
 - ◆ Writing fractions as percentage
 - ◆ Percentage of a quantity
- i. Average
- j. Rate
- k. Graphs: Line Graphs
- l. Triangles
 - ◆ Sum of angles of a triangle
 - ◆ Isosceles and equilateral triangles
 - ◆ Drawing triangles
- m. 4-Sided Figures
 - ◆ Parallelograms, rhombuses, and trapezoids
 - ◆ Drawing parallelograms and rhombuses
- n. Tessellations: Tiling Patterns
- o. Volume
 - ◆ Cubes and cuboids
 - ◆ Finding the volume of a solid

VI. Science

Teacher Resources

- Science Explorer series (Teacher’s Editions): *Cells and Heredity, Animals, Human Biology and Health*
- *Carl Linneaus*, Margaret J. Anderson
- *John Dalton and the Atomic Theory*, Jim Whiting
- *Percy Lavon Julian: Pioneering Chemistry*, Darlene R. Stille

Student Resources:

- Science Explorer series (Student and Teacher’s Editions): *Chemical Building Blocks, From Bacteria to Plants*
- *ScienceSaurus: A Student Handbook* (green cover), Houghton Mifflin Harcourt

a. Classifying Living Things

- ◆ Domains: Bacteria, Archaea, Eukarya
- ◆ Kingdoms within Domain Eukarya: Plantae, Animalia, Fungi (mushrooms, yeast, mold, mildew), Protista (algae, protozoans, amoeba, *Euglena*)
- ◆ Domain Bacteria corresponds to the Kingdom Eubacteria (*E. coli*, cyanobacteria). Domain Archaea corresponds to the Kingdom Archaeobacteria (bacteria living in extreme environments; halophiles, methanogens). These are two kingdoms of prokaryotes differing in their cell structure and genetic makeup.
- ◆ Each Kingdom is divided into smaller groupings as follows: Phylum, Class, Order, Family, Genus, Species (followed by intra-species variety).
- ◆ Scientific Names
Use of Latin
Homo sapiens: the scientific name for the human species (genus *Homo*, species *sapiens*)
Taxonomists: biologists who specialize in classification
- ◆ Different classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals
- ◆ Examples of how an animal is classified [e.g., collie: Domain Eukarya, Kingdom Animalia, Phylum Chordata (subphylum Vertebrata), Class Mammalia, Order Carnivora, Family Canidae, Genus *Canis* (a coyote, wolf, or dog), Species *familiaris* (a domestic dog), of the collie variety]

- ◆ Biography: Carl Linneaus (botanist and “Father of Taxonomy” who standardized the classification system)

b. Cells: Structures and Processes

- ◆ All living things are made up of cells
- ◆ Structure of cells (both plant and animal): cell membrane, nucleus, cytoplasm, organelles (include mitochondria and vacuoles)
- ◆ Plant cells, unlike animal cells, have cell walls and chloroplasts
- ◆ Prokaryotes (bacteria): cells without nuclei and membrane-bound organelles
- ◆ Some organisms consist of only a single cell (e.g. prokaryotes, amoeba, protozoans, some algae)
- ◆ Cells are shaped differently in order to perform different functions
- ◆ Organization of cells into tissues, organs, and systems
 - In complex organisms, groups of cells form tissues
 - Tissues with similar functions form organs
 - In complex organisms, organs work together in a system (e.g. digestive, circulatory, and respiratory systems)
- ◆ Biography: Ernest Just (biologist and medical pioneer who specialized in studying cells and reproduction in marine animals)

c. Plant Structures and Processes

- ◆ Structure: non-vascular and vascular plants
 - Non-vascular plants (e.g., mosses)
 - Vascular plants have tubelike structures that allow water and dissolved nutrients to move through the plant
 - Parts and functions of vascular plants: roots, stems and buds, leaves
- ◆ Photosynthesis
 - Photosynthesis is an important life process that occurs in plant cells, but not animal cells (photo = light; synthesis = putting together).
- ◆ Reproduction
 - Asexual reproduction
 - Example of algae
 - Vegetative reproduction: runners and bulbs, growing plants from eyes, buds, leaves, roots, and stems
 - Sexual reproduction by spore-bearing plants (e.g. mosses and ferns)

Sexual reproduction of non-flowering seed plants: conifers, male and female cones, wind pollination

Sexual reproduction of flowering plants

Functions of sepals and petals, stamen, anther, pistil, ovary

Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit.

Seed germination and plant growth: seed coat, embryo and endosperm, germination, monocots (e.g., corn) and dicots (e.g., beans)

d. Life Cycles and Reproduction

◆ The life cycle and reproduction

Life cycle: development of an organism from birth to growth, reproduction, death

All living things reproduce themselves. Reproduction may be sexual or asexual.

Examples of asexual reproduction: fission (splitting) of bacteria, spores from mildews, molds, and mushrooms, budding of yeast cells, regeneration and cloning

Sexual reproduction requires the joining of special male and female cells, called gametes, to form a fertilized egg.

◆ Sexual reproduction in animals

Reproductive organs: testes (sperm) and ovaries (eggs)

External fertilization: spawning

Internal fertilization: birds, mammals

Development of the embryo: egg, zygote, embryo, growth in uterus, fetus, newborn

◆ Biography: Percy Lavon Julian (biologist and inventor who developed synthetic cortisone to treat arthritis pain)

e. The Human Body

◆ Changes in human adolescence: puberty, glands and hormones, growth spurt, hair growth, breasts, voice change

◆ The endocrine system

The human body has two types of glands: duct glands (e.g., salivary glands) and ductless (or endocrine) glands

Endocrine glands secrete chemicals called hormones. Different hormones control different body processes

Pituitary gland: located at the bottom of the brain; secretes hormones that control other glands, and hormones that regulate growth

Thyroid gland: located below the voice box; secretes a hormone that controls the rate at which the body burns and uses food

Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar; when the pancreas does not produce enough insulin, a person has a sickness called diabetes

Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

◆ The reproductive system

Females: ovaries, fallopian tubes, uterus, vagina, menstruation

Males: testes, scrotum, penis, urethra, semen

Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn

f. Chemistry: Matter and Change

◆ Atoms, Molecules, and Compounds

Basics of atomic structure: nucleus, protons, neutrons, electrons

Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels)

Atoms may join together to form molecules and compounds

Common compounds and their formulas: H₂O, NaCl, CO₂

◆ Elements

Elements have atoms of only one kind, having the same number of protons. There are a little more than 100 different elements

The Periodic Table: organizes elements with common properties; explain atomic symbol and atomic number

Some well-known elements and their symbols: Hydrogen (H), Helium (He), Carbon (C), Nitrogen (N), Oxygen (O), Sodium (Na), Aluminum (Al), Silicon (Si), Chlorine (Cl), Iron (Fe), Copper (Cu), Silver (Ag), Gold (Au)

Two important categories of elements: metals and non-metals

Metals comprise about 2/3 of the known elements

Properties of metals: most are shiny, ductile, malleable, conductive

◆ Biography: John Dalton (chemist; atomic theory)

◆ Chemical and Physical Change

Chemical change alters a molecule's composition and results in a new substance with a new molecular structure. Examples of chemical change: rusting of iron, burning of wood, milk turning sour

Physical change alters only the properties or appearance of the substance, but does not change what the substance is made up of. Examples of physical change: cutting wood or paper, breaking glass, freezing water

VII. Visual Arts

Resources:

- Art Resources, Grade 5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation
- *Children's Book of Art*, DK Eyewitness

a. Art of the Renaissance:

- ◆ Shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- ◆ The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- ◆ The development of linear perspective during the Italian Renaissance
The vantage point or point-of-view of the viewer
Convergence of lines toward a vanishing point, the horizon line
- ◆ Observe and discuss works in different genres – such as portrait, fresco, Madonna – by Italian Renaissance artists, including
Sandro Botticelli, *The Birth of Venus*
Leonardo da Vinci: *The Proportions of Man*, *Mona Lisa*, *The Last Supper*
Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as
The Creation of Adam

Raphael: The Marriage of the Virgin, examples of his Madonnas (such as *Madonna and Child with the Infant St. John*, *The Alba Madonna*, or *The Small Cowper Madonna*)

- ◆ Become familiar with Renaissance sculpture, including Donatello, *Saint George*
Michelangelo, *David*
- ◆ Become familiar with Renaissance architecture, including The Florence Cathedral, dome designed by Filippo Brunelleschi
St. Peter's in Rome
- ◆ Observe and discuss paintings of the Northern Renaissance, including Pieter Bruegel, *Peasant Wedding*
Albrecht Durer, *Self-Portrait* (such as from 1498 or 1500)
Jan van Eyck, *Giovanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

b. American Art: Nineteenth-Century United States

- ◆ Become familiar with the Hudson River School of landscape painting, including Thomas Cole, *The Oxbow (The Connecticut River Near Northampton)*
Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- ◆ Become familiar with genre paintings, including George Caleb Bingham, *Fur Traders Descending the Missouri*
William Sidney Mount, *Eel Spearing at Setauket*
- ◆ Become familiar with art related to the Civil War, including Civil War photography of Mathew Brady and his colleagues
The Shaw Memorial sculpture of Augustus Saint-Gaudens
- ◆ Become familiar with popular prints by Currier and Ives

c. Art of Japan

- ◆ Become familiar with: The Great Buddha (also known as the Kamakura Buddha), Landscape gardens

VIII. Music

Resources:

- Core Knowledge Music Collection, Grades 3-5, Core Knowledge Foundation
- Text Resources, Grade 5, Core Knowledge Foundation

a. Elements of Music:

- ◆ Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).

Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns.

Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando*.

Discriminate between differences in pitch: high and low.

Discriminate between loud and soft; gradually increasing and decreasing volume; *crescendo* and *decrescendo*.

Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).

Sing unaccompanied, accompanied, and in unison.

Recognize harmony; sing simple rounds and canons.

Recognize introduction, interlude, and coda in musical selections.

Recognize verse and refrain.

Continue work with timbre and phrasing.

Recognize theme and variations.

Sing or play simple melodies while reading scores.

- ◆ Understanding the following notation and terms:
names of lines and spaces in the treble clef; middle C
treble clef, staff, bar line, double bar line, measure, repeat signs
whole note, half note, quarter note, eighth note
whole rest, half rest, quarter rest, eighth rest
grouped sixteenth notes
tied notes and dotted notes
sharps flats

Da capo [D.C.] *al fine*

meter signature 4/4, 2/4, 3/4 or common time 2/4, 3/4, 6/8

soft ***pp p mp*** loud ***mf f ff***

b. Listening and Understanding

- ◆ Composers and their music

Ludwig van Beethoven, *Symphony No. 5*

Modest Mussorgsky, *Pictures at an Exhibition* (as orchestrated by Ravel)

- ◆ Musical Connections

Music from the Renaissance (such as choral works of Josquin Desprez;
lute songs by John Dowland)

c. American Musical Traditions

- ◆ Spirituals: Originated by African-Americans, many spirituals go back to the days of slavery.

Familiar spirituals, such as: Down by the Riverside, Sometimes I Feel Like a Motherless Child, Wayfaring Stranger, We Shall Overcome

d. Songs

Battle Hymn of the Republic

Danny Boy

Dona Nobis Pacem (round)

Git Along Little Dogies

God Bless America

Greensleeves

The Happy Wanderer

Havah Nagilah

If I Had a Hammer

Red River Valley

Sakura

Shenandoah

Sweet Betsy from Pike

Fifth Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
Math (Primary Mathematics)	Lessons 1-2 (5A)	Lessons 2-3 (5A)	Lessons 3-4 (5A)	Lessons 5-6 (5A)	Lesson 1 (5B)	Lessons 2-3 (5B)	Lessons 4-5 (5B)	Lessons 6-7 (5B)	Lessons 8-9 (5B)
Literature	Don Quixote	Don Quixote	Comedy of Errors Tale of the Oki Islands	Secret Garden	Adventures of Tom Sawyer	Frederick Douglass	Sherlock Holmes	Little Women	Native American Stories
(include 2 poems per month)									
Orthography (Riggs)	Roots review 3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week	3 roots & 10 spelling/vocab. words per week
Grammar (Well Ordered Language)	Four Kinds of Sentences Adverbs & Adjectives Direct Objects	Predicate Verbs, Nominatives & Adjectives Sensory Linking Verbs	Prepositional Phrases Personal Pronouns	Compound Elements Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements & Interrogative Adverbs Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives	Compound-Complex Sentences
Composition	Introduction to 5 Paragraph Essay	Informative Essay Introduction	Informative Essay Body Paragraphs	Review/Remediation	Review/Remediation	Narrative Essay Introduction	Narrative Essay Paragraphs	Persuasive Essay Introduction	Persuasive Essay Body Paragraphs
Science	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
History & Geography	Geography Early American Civilizations	European Exploration and Trade Renaissance	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Westward Expansion to 1860	Civil War	Civil War Reconstruction	Native Americans	Westward Expansion after 1860
Art	Renaissance Art	Renaissance Art/Sculpture	Renaissance Art/Architecture	Art of Japan	19th-century American Art	19th-century American Art	19th-century American Art	19th-century American Art	19th-century American Art
Music	Basic Notation and Elements	Renaissance Music	Mendelssohn Dona Nobis Pacem	Mussorgsky Songs: Sakura and Hava Nagilah	Beethoven	Spirituals	American Songs	American Songs	American Songs

Sixth Grade

I. Phonics and Literacy

Resources:

(For first- and second-year schools)

- *Writing and Spelling Road to Reading and Thinking*, Level I Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level II Teacher’s Edition, Riggs Institute
- *Writing and Spelling Road to Reading and Thinking*, Level III Spelling List, Riggs Institute
- Box of Phonogram cards, Riggs Institute
- *The ABC’s and All Their Tricks*, Margaret Bishop
- “Older Student Adaptation: Instructions for 3-6th Grade Teachers,” Access Literacy (pamphlet)
- *My English Orthography Notebook*, Access Literacy
- Standard Test Lessons in Reading: Books D-F, McCall-Crabbs
- Standard Test Lessons in Reading: Teacher’s Manual, McCall-Crabbs
- Standard Test Lessons in Reading: Answer Sheets, McCall-Crabbs
- *English from the Roots Up*, Volume I, Joegil Lundquist
- *English from the Roots Up*, Volume II, Joegil Lundquist

- a. **New Schools:** In the first year of a school, 6th grade teachers should spend the first month covering the material in the “Older Student Adaptation” pamphlet, which draws from various lessons in the Level I manual. This will include teaching the phonograms, remediating student handwriting or teaching cursive, and working on more basic spelling lists. After this month, teachers should test students according to the instructions on page 20 of the “Older Student Adaptation” pamphlet. Depending on the class average, the teacher will either review spelling lists as described on page 20, or move forward from at the pace of one spelling-vocabulary list every two weeks, through the entire year or until the students have tested beyond the Level III vocabulary. Students should make daily entries in their own copy of *My English Orthography Notebook* such that the notebook is filled, or nearly filled, by the end of the school year.
- b. **Second-Year Schools:** In the school’s second year, most sixth-grade students will be well acquainted with the Level I, II, and III programs from the previous grade, but they may not be through the Level III spelling and vocabulary words. To begin the new school year, teachers should assess the class ability level using the

assessments and related instructions on pages 29-42 of the Level I manual.

Teachers should grade each test by counting the number of correctly spelled words until a student misses five words in a row. The class average should then be compared to the equivalency table on page 33, and this score will indicate the spelling list with which the class should begin. From this starting point, teachers should proceed at a pace of one spelling-vocabulary list every two weeks through the entire year. When the class finishes the Level III manual—or if the class orthography assessment scores are above the Level III manual—then teachers should choose approximately 10 words per week to explicitly instruct for spelling and as vocabulary words. The vocabulary can be chosen from the curriculum alongside teaching Latin and Greek roots from *English from the Roots Up*.

- c. **Established Schools:** In established schools, students should have already finished all spelling and vocabulary words in the Level I, II, and III manuals, as well as the Greek and Latin roots in the two volumes of *English from the Roots Up*. If necessary, teachers can begin the year by reviewing spelling lists from the Level III manual and Greek and Latin roots from *English from the Roots Up*. Teachers should choose approximately 300 vocabulary words based upon words from the literature, history, and science curriculum to be explicitly taught for spelling and usage. Students should be given regular practice opportunities for spelling and usage of the new vocabulary. Then vocabulary can be tested weekly or bi-weekly to assess mastery.
- d. As necessary, use the McCall-Crabbs Standard Test Lessons in Reading to assess and build student reading comprehension.

II. Grammar

Resources:

For First-Year Schools:

- *Well-Ordered Language*, Level 2A, Peters and Coupland
- *Well-Ordered Language*, Level 2B, Peters and Coupland

For Other Schools:

- *Well-Ordered Language*, Level 4A, Peters and Coupland (available to pilot in 2018)
- *Well-Ordered Language*, Level 4B, Peters and Coupland (available to pilot in 2018)

a. Grammar

Level 4A

- ◆ Four Kinds of Sentences & Principal Elements
- ◆ Adverbs and Adjectives
- ◆ Predicate Verb, Predicate Nominative, Predicate Adjective with Sensory Linking verbs
- ◆ Prepositional Phrases
- ◆ Indirect Objects
- ◆ Interrogative pronouns & Interrogative Adverbs
- ◆ Relative Clauses
- ◆ Reflexive, Intensive, & Indefinite pronouns
- ◆ Adverbial clauses

Level 4B

- ◆ Verbals - Participles
- ◆ Participle phrases
- ◆ Verbals - Gerunds
- ◆ Gerund phrases
- ◆ Verbals - Infinitives
- ◆ Infinitives phrases
- ◆ Appositives
- ◆ Noun clauses

b. Composition

- ◆ Informative Essay: Student writes introductory paragraph and 3 body paragraphs. Conclusion paragraph optional, depending on student ability and necessity for one.
- ◆ Narrative Essay: Student writes introductory paragraph and 3 body paragraphs. Conclusion paragraph optional, depending on student ability and necessity for one.
- ◆ Persuasive Essay: Student writes introductory paragraph and 3 body paragraphs. Conclusion paragraph optional, depending on student ability and necessity for one.

III. Literature

Teacher Resources:

- *What Your Sixth Grader Needs to Know*, Core Knowledge Foundation
- *Macbeth* DVD, Royal Shakespeare Company 1979 Production
- *Metamorphoses*, Ovid (Mendelbaum Translation)
- *Classic Myths to Read Aloud*, William F. Russell

Student Resources:

- *Realms of Gold*, Volume 1, Core Knowledge Foundation
- *Children's Homer*, Padraic Colum
- *Macbeth*, William Shakespeare
- *Prince and the Pauper*, Mark Twain
- *The Count of Monte Cristo*, Alexandre Dumas
- *The Scarlet Pimpernel*, Baroness Orczy

a. Poetry

◆ Poems:

Realms of Gold, Volume 1

All the world's a stage (from *As You Like It*), William Shakespeare

Apostrophe to the Ocean (from *Childe Harold's Pilgrimage*, Canto 4, Nos. 178-184), George Gordon Byron

Wandered Lonely as a Cloud, William Wordsworth

If, Rudyard Kipling

Mother to Son, Langston Hughes

Lift Ev'ry Voice and Sing, James Weldon Johnson

A narrow fellow in the grass, Emily Dickinson

A Psalm of Life, Henry Wadsworth Longfellow

The Raven, Edgar Allan Poe

A Song of Greatness, a Chippewa song, trans. Mary Austin

Stopping by Woods on a Snowy Evening, Robert Frost

Sympathy, Paul Laurence Dunbar

There is no frigate like a book, Emily Dickinson

The Walloping Window-blind, Charles E. Carryl

Woman Work, Maya Angelou

◆ Terms: meter, iamb, couplet, rhyme scheme, free verse

b. Fiction

◆ Novels

The Prince and the Pauper, Mark Twain

The Scarlet Pimpernel, Baroness Orczy

The Count of Monte Cristo, Alexandre Dumas

◆ Stories

Children’s Homer, Padraic Colum

◆ Drama

Macbeth, William Shakespeare

◆ Classical Mythology

Ovid’s *Metamorphoses*

Apollo and Daphne (Book I)

Narcissus and Echo (Book III)

Classic Myths to Read Aloud

Pygmalion and Galatea

Orpheus and Eurydice

◆ Literary Terms:

Epic

Literal and figurative language (review from grade 5): imagery, metaphor, simile, symbol, personification

c. Sayings and Phrases:

What Your Sixth Grader Needs to Know

All for one and one for all.

All’s well that ends well.

Bee in your bonnet

The best-laid plans of mice and men oft go awry.

A bird in the hand is worth two in the bush.

Bite the dust

Catch-as-catch-can

Don’t cut off your nose to spite your face.

Don’t lock the stable door after the horse is stolen.

Don’t look a gift horse in the mouth.

Eat humble pie

A fool and his money are soon parted.

A friend in need is a friend indeed.

Give the devil his due.

Good fences make good neighbors.

He who hesitates is lost.
He who laughs last laughs best.
Hitch your wagon to a star.
If wishes were horses, beggars would ride.
The leopard doesn't change his spots.
Little strokes fell great oaks.
Money is the root of all evil.
Necessity is the mother of invention.
It's never over till it's over.
Nose out of joint
Nothing will come of nothing.
Once bitten, twice shy.
On tenterhooks
Pot calling the kettle black
Procrastination is the thief of time.
The proof of the pudding is in the eating.
RIP
The road to hell is paved with good intentions.
Rome wasn't built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.
Tempest in a teapot
Tenderfoot
There's more than one way to skin a cat.
Touché!
Truth is stranger than fiction.

IV. History and Geography

Resources:

- *History & Geography*, 6th grade text, Core Knowledge Foundation
- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- *The Story of the World, Volume 2: The Middle Ages*, Susan Wise Bauer
- *The Story of the World, Volume 3: Early Modern Times*, Susan Wise Bauer
- DK Eyewitness Books (useful as a visual aid, especially because neither Bauer nor Eggleston use many pictures or maps)
- *The Golden Days of Greece*, Olivia Coolidge

Fall Semester –

a. Geography

- ◆ Geographic Tools: Map keys, latitude and longitude, coordinates, degrees, relief maps
- ◆ The Globe: Tropic of Cancer, Tropic of Capricorn, climate zones, time zones, Arctic Circle, Antarctic Circle
- ◆ Great Deserts:
Definition of desert; hot vs. cold deserts
Major deserts: Sahara and Kalahari in Africa; Australia (mostly desert continent); Gobi Desert and Arabian Peninsula in Asia; Mojave, Chihuahuan, and Sonoran in North America; Atacama in South America

b. Lasting Ideas from Ancient Civilizations: Judaism and Christianity

- ◆ Basic ideas in common
The nature of God and humanity
Hebrew Bible and Old Testament of Christian Bible
- ◆ Judaism: central ideas and moral teachings
Torah, monotheism
The idea of a “covenant” between God and man
Concepts of law, justice, and social responsibility
Important Stories: Creation, the Fall, Tower of Babel, Calling of Abraham, Abraham and Isaac, Exodus, 10 Commandments, Battle of Jericho and the Promised Land, Anointing of David, David and Goliath, Solomon’s Request for Wisdom, Elijah and the Priests of Baal
- ◆ Christianity: central ideas and moral teachings
New Testament
The Sermon on the Mount and the two “great commandments” (Matthew 22: 37-40)
Important Stories: Nativity, John the Baptist, Baptism of Jesus, Walking on Water, Prodigal Son, Raising of Lazarus, Triumphal Entry, Lord’s Supper, Death and Resurrection, Pentecost
- ◆ Geography of the Middle East
Birthplace of major world religions: Judaism, Christianity, Islam

Geographic features: Anatolian Peninsula, Arabian Peninsula,
Mesopotamia, Tigris and Euphrates Rivers, Atlas Mountains,
Taurus Mountains, Mediterranean Sea, Red Sea, Black Sea,
Arabian Sea, Persian Gulf

The “silk road”

Climate and terrain: vast deserts (Sahara, Arabian)

c. Lasting Ideas from Ancient Civilizations: Ancient Greece

- ◆ The Greek polis (city-state) and patriotism
- ◆ Beginnings of democratic government: roots of modern democracy in Athenian democracy, the Assembly, suffrage, majority vote
- ◆ The “classical” ideal of human life and works
The ideal of the well-rounded individual and worthy citizen
Pericles and the “Golden Age”
Architecture: the Parthenon
Games: the Olympics
- ◆ Greek wars: victory and hubris, defeat and shame
Persian Wars: Marathon, Thermopylae, Salamis
The Peloponnesian War
- ◆ Socrates and Plato
Socrates was Plato’s teacher; we know him through Plato’s writings
For Socrates, wisdom is only possible through examination and
recognition of one’s own ignorance
The Trial of Socrates
- ◆ Plato and Aristotle
Plato was Aristotle’s teacher
They agreed that reason and philosophy should rule our lives, not
emotion and spiritedness
They disagreed about where true “reality” is: Plato says it is beyond
physical things in ideas (i.e., the forms; cf. the “allegory of the
cave” in *The Republic*); Aristotle says reality is only in physical
things
- ◆ Alexander the Great and the spread of Hellenistic culture

d. Lasting Ideas from Ancient Civilizations: Ancient Rome

- ◆ The Roman Republic

Builds upon Greek ideals

Class and status: patricians and plebeians, slaves

Roman government: consuls, tribunes, and senators

- ◆ Virgil, *The Aeneid*: epic on the legendary origins of Rome

- ◆ The Punic Wars

- ◆ Julius Caesar

- ◆ Augustus Caesar

Pax Romana

Roman law and the administration of a vast, diverse empire

- ◆ Christianity under the Roman Empire

Jesus' instruction to "Render unto Caesar" (Matthew 22:21)

Roman persecution of Christians

Constantine: first Christian Roman emperor

- ◆ The "decline and fall" of the Roman Empire

Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions; inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors, etc.)

Rome's "decline and fall" perceived as an object lesson for later generations and societies

e. The Enlightenment

- ◆ Faith in science and human reason, as exemplified by

Isaac Newton and the laws of nature

Descartes: "cogito ergo sum"

- ◆ Two ideas of human nature: Thomas Hobbes and John Locke

Hobbes: the need for a strong governing authority as a check on "the condition of man...[which] is a condition of war of all against all"

Locke: the idea of man as a "tabula rasa" and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed

- ◆ Influence of the Enlightenment on the beginnings of the United States

Thomas Jefferson: the idea of "natural rights" in the Declaration of Independence

Montesquieu and the idea of separation of powers in government

f. The French Revolution

- ◆ The influence of Enlightenment ideas and of the English Revolution on revolutionary movement in America and France
- ◆ The American Revolution: the French alliance and its effect on both sides
- ◆ *L’Ancien Régime* in France
 - The social classes: the three Estates
 - Louis XIV, the “Sun King”: Versailles
 - Louis XV: “Après moi, le déluge”
 - Louis XVI: the end of the Old Regime
 - Marie Antoinette: the famous legend of “Let them eat cake”
- ◆ 1789: from the Three Estates to the National Assembly
 - July 14, Bastille Day
 - Declaration of the Rights of Man
 - October 5, Women’s March on Versailles
 - “Liberty, Equality, Fraternity”
- ◆ Louis XVI and Marie Antoinette to the guillotine
- ◆ Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”
- ◆ Revolutionary arts and the new classicism
- ◆ Napoleon Bonaparte and the First French Empire
 - Napoleon as military genius
 - Crowned Emperor Napoleon I: reinventing the Roman Empire
 - The invasion of Russia
 - Exile to Elba
 - Wellington and Waterloo

g. Romanticism

- ◆ Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by:
 - The rejection of classicism and classical values
 - An emphasis on emotion and imagination instead of reason
 - An emphasis on nature and the private self instead of society and man in society

- ◆ The influence of Jean-Jacques Rousseau’s celebration of man in a state of nature (as opposed to man in society): “Man is born free and everywhere he is in chains”; the idea of the “noble savage”
- ◆ Romanticism in literature, the visual arts, and music

Spring Semester –

h. The Industrial Revolution

- ◆ Beginnings in Great Britain
Revolution in transportation: canals, railroads, new highways
Steam power: James Watt
- ◆ Revolution in textiles: Eli Whitney and the cotton gin, factory production
- ◆ Iron and steel mills
- ◆ The early factory system
Families move from farm villages to factory towns
Unsafe, oppressive working conditions in mills and mines
Women and child laborers
Low wages, poverty, slums, disease in factory towns
Violent resistance: Luddites

i. Capitalism and Socialism

- ◆ Capitalism
Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters
Law of supply and demand
Growing gaps between social classes: Disraeli’s image of “two nations” (the rich and the poor)
- ◆ Socialism
An idea intended to offer an alternative to Capitalism; called for the public ownership of the means of production; intended to achieve a more equal distribution of wealth.
Marxism: the Communist form of Socialism
Karl Marx and Friedrich Engels, *The Communist Manifesto*:
“Workers of the world, unite!”
Class struggle: bourgeoisie and proletariat

Communists, in contrast to some other Socialists, opposed all forms of private property

j. Latin American Independence Movements

- ◆ The name “Latin America” comes from the Latin origin of the languages now most widely spoken (Spanish and Portuguese)
- ◆ Haitian revolution: Toussaint L’Ouverture, Abolition of West Indian slavery
- ◆ Mexican revolutions: Miguel Hidalgo, José María Morelos, Santa Anna vs. the United States, Benito Juárez, Pancho Villa, Emiliano Zapata
- ◆ Liberators: Simon Bolivar, José de San Martín, Bernardo O’Higgins
- ◆ New nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua
- ◆ Brazilian independence from Portugal
- ◆ Geography of Latin America
 - Mexico: Yucatan Peninsula, Mexico City
 - Panama: isthmus, Panama Canal
 - Central and South America: locate major cities and countries, including
 - Caracas, Venezuela; Bogota, Colombia; Quito, Ecuador; Lima, Peru; Santiago, Chile; La Paz, Bolivia
 - Andes Mountains
 - Brazil: largest country in South America, rain forests, Rio de Janeiro, Amazon River
 - Argentina: Rio de la Plata, Buenos Aires, Pampas

k. Nineteenth-Century Immigration in the United States

- ◆ Waves of new immigrants from about 1830 forward
 - Great migrations from Ireland (potato famine) and Germany
 - From about 1880 on, many immigrants arrive from southern and eastern Europe
 - Immigrants from Asian countries, especially China
 - Ellis Island, “The New Colossus” (poem on the Statue of Liberty)
 - Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
- ◆ Tension between ideals and realities

The metaphor of America as a “melting pot”

America perceived as “land of opportunity” vs. resistance, discrimination,
and “nativism”

Resistance to Catholics and Jews

Chinese Exclusion Act

l. Industrialization and Urbanization in the United States

- ◆ The post-Civil War industrial boom

The “Gilded Age”

The growing gap between social classes

Horatio Alger and the “rags to riches” story

Growth of industrial cities: Chicago, Cleveland, Pittsburgh

Many thousands of African-Americans move north

Urban corruption, “machine” politics: “Boss” Tweed in New York City,
Tammany Hall

- ◆ The condition of labor

Factory conditions: “sweat shops,” long work hours, low wages, women
and child laborers

Unions: American Federation of Labor; Samuel Gompers

Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania

Labor Day

- ◆ The growing influence of big business: industrialists and capitalists

“Captains of industry” and “robber barons”: Andrew Carnegie, J.P.

Morgan, Cornelius Vanderbilt

John D. Rockefeller and the Standard Oil Company as an example of the
growing power of monopolies and trusts

Capitalists as philanthropists: funding museums, libraries, etc.

- ◆ “Free enterprise” vs. government regulation of business: Interstate
Commerce Act and Sherman Antitrust Act attempt to limit power of
monopolies

m. Late 19th and Early 20th-Century Reform Movements in the US

- ◆ Populism: Discontent and unrest among farmers; gold standard vs. free
silver; William Jennings Bryan

- ◆ The Progressive Era:

“Muckraking”: Ida Tarbell on the Standard Oil Company; Upton Sinclair, *The Jungle*, on the meat packing industry

Jane Addams: settlement houses

Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city

President Theodore Roosevelt: conservation and trust-busting

◆ Reform for African-Americans

Ida B. Wells: campaign against lynching

Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”

W.E.B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” *The Souls of Black Folk*

◆ Women’s suffrage: Susan B. Anthony, Nineteenth Amendment (1920)

V. Mathematics

Resources:

- Primary Mathematics Textbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Mathematics Workbooks 6A & 6B, US Edition, Singapore Mathematics
- Primary Math Teacher’s Guides 6A & 6B, US Edition, Singapore Mathematics

Fall Semester –

- a. Algebra
 - ◆ Algebraic expressions
- b. Solid Figures
 - ◆ Drawing solid figures
 - ◆ Nets
- c. Ratio
 - ◆ Ratio and fraction
 - ◆ Ratio and proportion
 - ◆ Changing ratios
- d. Percentage
 - ◆ Part of a whole as a percentage
 - ◆ One quantity as a percentage of another
 - ◆ Solving percentage problems by unitary method
- e. Speed

- ◆ Speed and average speed

Spring Semester –

- f. Fractions
 - ◆ Division
 - ◆ Order of operations
 - ◆ Word problems
- g. Circles
 - ◆ Radius and diameter
 - ◆ Circumference
 - ◆ Area
- h. Graphs: Pie Charts
- i. Volume: Solving Problems
- j. Triangles and 4-sided Figures: Finding Unknown Angles
- k. More Challenging Word Problems
 - ◆ Whole numbers and decimals
 - ◆ Fractions
 - ◆ Ratio
 - ◆ Percentage
 - ◆ Speed

VI. Science

Teacher Resources:

- *Alexander Fleming*, Salvatore Tocci
- *Alfred Wegener: Pioneer of Plate Tectonics*, Greg Young
- *Isaac Newton: The Scientist Who Changed Everything*, Philip Steele
- *Isaac Newton*, Margaret J. Anderson
- *Lewis Latimer*, Winifred Latimer Norman and Lily Patterson
- *Marie Curie*, Vicki Cobb
- Science Explorer series (Teacher’s Editions): *Astronomy*, *Chemical Building Blocks*
- *Something Out of Nothing: Marie Curie and Radium*, Carla Killough McClafferty

Student Resources:

- Science Explorer series (Student and Teacher’s Editions): *Earth’s Waters*, *Inside Earth*, *Motion*, *Forces*, and *Energy*

- a. Plate Tectonics
 - ◆ The surface of the earth

The surface of the earth is in constant movement

The present features of earth come from its ongoing history. After the sun was formed, matter cooled creating the planets. The continents were once joined (Pangaea).

◆ Layered structure of the earth

Crust: surface layer of mainly basalt or granite, 5 to 15 miles thick

Mantle: 1,800 miles thick, rock of intermediate density, moves very slowly

Outer core: liquid iron and nickel

Inner core: solid iron and nickel, 800 miles thick, about 7,000 degrees C

◆ Crust movements

The surface of earth is made up of rigid plates that are in constant motion

Plates move because molten rock rises and falls under the crust causing slowly flowing currents under the plates

Plates move at speeds ranging from 1 to 4 inches per year

Earthquakes usually occur where stress has been built up by plates moving in opposite directions against each other. Earthquakes cause waves (vibrations) which have:

Focus, the point below the surface where the quake begins

Epicenter, the point on the surface above the focus

Severity of ground shaking is measured on the Richter scale; each unit on the scale represents a tenfold severity increase

◆ Volcanoes usually occur where plates are pulling apart or coming together, but some occur at holes (hot spots) in the crust away from plate boundaries. As plates move over these hot spots, they cause chains of volcanoes and island chains like the Hawaiian Islands.

◆ Evidence for long-term movement of plates includes fit of continents and matches of rock types, fossils, and structures; ocean floor age and topography; ancient climate zones; locations of earthquakes, volcanoes, and mountain ranges; magnetic directions in ancient rocks.

◆ Biography: Alfred Wegener (known for theory that the continents were once joined together and split apart to form the continents; now known as “the continental drift.”)

b. Oceans

◆ Surface

The world ocean covers most of the earth's surface (71 percent)

Three major subdivisions of the world ocean: Atlantic, Pacific, and Indian Oceans

Islands consist of high parts of submerged continents, volcanic peaks, coral atolls

◆ Subsurface land features

Continental shelf, continental slope, continental rise, abyssal plains
Mid-ocean ridges and trenches, plate tectonics: Mid-Atlantic Ridge, Mariana Trench

◆ Ocean bottom: average depth of sediment .3 mile, consists of rock particles and organic remains

◆ Composition of seawater: dilute solution of salts which come from weathering and erosion of continental rocks. Sodium chloride is the main salt.

◆ Currents, tides, and waves

Surface currents: large circular streams kept in motion by prevailing winds and rotation of the earth; Gulf Stream (North Atlantic), Kuroshio (North Pacific)

Subsurface currents are caused by upwelling from prevailing offshore winds (Peru, Chile) and density differences (Antarctica); the upwelling pushes up nutrients from the ocean floor.

Tides are caused by gravitational forces of the sun and moon; there are two tides daily.

Waves are caused by wind on the ocean's surface.

Water molecules tend to move up and down in place and not move with the wave.

Crest and trough, wave height and wavelength, shoreline friction

Tsunamis: destructive, fast-moving large waves caused mainly by earthquakes

c. Marine life

◆ Life zones are determined by the depth to which light can penetrate making photosynthesis possible, and by the availability of nutrients.

The bottom (benthic zone) extends from sunlit continental shelf to dark sparsely populated depths. Shallow lighted water extending over continental shelf contains 90% of marine species.

Pelagic zone: water in open oceans.

◆ Classification of marine life

Bottom-living (benthic) such as kelp and mollusks

Free-swimming (nekton) such as fish and whales

Small drifting bacteria, protists, plants and animals (plankton), which are the dominant life and food source in the ocean

◆ The basis for most marine life is phytoplankton (plant-plankton), which carry on photosynthesis near surface; contrast zooplankton.

◆ Most deepwater life depends on rain of organic matter from above. The densest concentration of marine life is found in surface waters, such as those off Chile, where nutrient-rich water wells up to the bright surface.

d. Astronomy: Gravity, Stars, and Galaxies

◆ Gravity: an attractive force between objects

Newton's law of universal gravitation: between any two objects in the universe there is an attractive force, gravity, which grows greater as the objects move closer to each other.

How gravity keeps the planets in orbit

◆ Stars

The sun is a star.

Kinds of stars (by size): giants, dwarfs, pulsars

Supernova; black holes

Apparent movement of stars caused by rotation of the earth

Constellations: visual groupings of stars, for example, Big Dipper, Orion

Astronomical distance measured in light years

◆ Galaxies

The Milky Way is our galaxy; the Andromeda Galaxy is closest to the Milky Way.

Quasars are the most distant visible objects (because the brightest).

◆ Biography: Isaac Newton (known for advances in physics; outlined laws of gravity and invented the telescope)

e. Energy and Heat

◆ Energy

Six forms of energy: mechanical, heat, electrical, wave, chemical, nuclear

The many forms of energy are interchangeable, e.g., gasoline in a car,
windmills, hydroelectric plants

Sources of energy: e.g. heat (coal, natural gas, solar, atomic, geothermal,
and thermonuclear), mechanical motion (falling water, wind, etc.)

Fossil fuels: a finite resource

Carbon, coal, oil, natural gas

Environmental impact of fossil fuels: carbon dioxide and global
warming theory, greenhouse effect, oil spills, acid rain

Nuclear energy

Uranium, fission, nuclear reactor; radioactive waste

Nuclear power plants: safety and accidents (e.g. Three Mile Island,
Chernobyl)

◆ Heat

Heat and Temperature: how vigorously atoms are moving and colliding

Three ways heat can be transferred: conduction, convection, radiation

Direction of heat transfer

◆ Biography: Marie Curie (advances in science of radioactivity; discovered
the elements polonium and radium)

f. Physical Change: Energy Transfer

◆ States of matter (solid, liquid, gas) in terms of molecular motion

In gases, loosely packed atoms and molecules move independently and
collide often. Volume and shape change readily.

In liquids, atoms and molecules are more loosely packed than in solids
and can move past each other. Liquids change shape readily but
resist change in volume.

In solids, atoms and molecules are more tightly packed and can only
vibrate. Solids resist change in shape and temperature.

◆ Most substances are solid at low temperatures, liquid at medium
temperatures, and gaseous at high temperatures.

◆ A change of phase is a physical change (no new substance is produced).

◆ Matter can be made to change phases by adding or removing energy.

◆ Expansion and contraction

Expansion is adding heat energy to a substance, which causes the molecules to move more quickly and the substance to expand.

Contraction is when a substance loses heat energy, the molecules slow down, and the substance contracts.

Water is a special case: water expands when it changes from a liquid to a solid.

- ◆ Changing phases: condensation, freezing, melting; boiling

Different amounts of energy are required to change the phase of different substances.

Each substance has its own melting and boiling point.

The freezing point and boiling point of water (in Celsius and Fahrenheit)

- ◆ Distillation: separation of mixtures of liquids with different boiling points.
- ◆ Biography: Lewis Howard Latimer (worked with Alexander Graham Bell on drawings of Bell's invention, the telephone; improved Thomas Edison's light bulb)
- ◆ Biography: James Prescott Joule (physicist for which the SI unit for energy is named)

g. The Human Body

- ◆ The circulatory and lymphatic systems

Briefly review from grade 4: circulatory system

Lymph, lymph nodes, white cells, tonsils

Blood pressure, hardening and clogging of arteries

- ◆ The immune system fights infections from bacteria, viruses, fungi.

White cells, antibodies, antigens

Vaccines, communicable and non-communicable diseases, epidemics

Bacterial diseases: tetanus, typhoid, tuberculosis; antibiotics like

penicillin, discovered by Alexander Fleming

Viral diseases: common cold, chicken pox, mononucleosis, rabies, polio,

AIDS

- ◆ Biography: Alexander Fleming (biologists who discovered penicillin)

VII. Art

Resources:

- *Eyewitness Companions: Art*, Robert Cumming (DK Eyewitness)
- *Eyewitness: Renaissance*, Alison Cole (DK Eyewitness)
- Various trade books with large prints of the art listed in the CK Sequence below.

- a. Classical Art: The Art of Ancient Greece and Rome
 - ◆ Observe characteristics considered “classic” – emphasis on balance and proportion, idealization of human form in
The Parthenon and the Pantheon
The Discus Thrower and *Apollo Belvedere*
- b. Gothic Art (ca. 12-15th centuries)
 - ◆ Briefly review the religious inspiration and characteristic features of Gothic cathedrals.
- c. The Renaissance (ca. 1350-1600)
 - ◆ Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including
Raphael, *The School of Athens*
Michelangelo, *David* (review from grade 5)
- d. Baroque (ca. 17th century)
 - ◆ Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in
El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
Rembrandt: a self-portrait, such as *Self-Portrait, 1659*
- e. Rococo (ca. mid- to late-17th century)
 - ◆ Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in
Jean-Honoré Fragonard, *The Swing*
- f. Neoclassical (ca. late 18th-early 19th century)
 - ◆ Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in
Jacques Louis David, *Oath of the Horatii*

- g. Romantic (ca. late 18th- 19th century)
- ◆ Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in
Francisco Goya, *The Bullfight*
Eugene Delacroix, *Liberty Leading the People*
Caspar David Friedrich, *The Chalk Cliffs on Rugen*
- h. Realism (ca. mid- to late-19th century)
- ◆ Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in
Jean Millet, *The Gleaners*
Gustave Courbet, *The Stone Breakers*
 - ◆ Become familiar with examples of American realism, including
Winslow Homer, *Northeaster*
Thomas Eakins, *The Gross Clinic*
Henry O. Tanner, *The Banjo Lesson*

VIII. Music

Resources:

- Core Knowledge Music Collection, Grade 6, Core Knowledge Foundation

a. Elements of Music:

- ◆ Review as necessary from earlier grades:
The orchestra and families of instruments (strings, wind, brass, percussion); keyboard instruments
Vocal ranges: soprano, mezzo-soprano, alto; tenor, baritone, bass
- ◆ Recognize frequently used Italian terms:
grave (very, very slow)
largo (very slow)
adagio (slow)
andante (moderate)
moderato (medium)
allegro (fast)
presto (very fast)

prestissimo (as fast as you can go)

ritardando and *accelerando* (gradually slowing down and getting faster)

crescendo and *decrescendo* (gradually increasing and decreasing volume)

legato (smoothly flowing progression of notes), *staccato* (crisp, distinct notes)

- ◆ Recognize introduction, interlude, and coda in musical selections.
- ◆ Recognize theme and variations.
- ◆ Identify chords [such as I (tonic), IV (subdominant), V (dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).
- ◆ Understand what an octave is.
- ◆ Understanding the following notation and terms:
names of lines and spaces in the treble clef; middle C
treble clef, bass clef, staff, bar line, double bar line, measure, repeat signs
whole note, half note, quarter note, eighth note
whole rest, half rest, quarter rest, eighth rest
grouped sixteenth notes
tied notes and dotted notes
sharps, flats, naturals
Da capo [D.C.] *al fine*
meter signature 4/4 or common time 2/4, 3/4, 6/8
soft ***pp p mp*** loud ***mf f ff***

b. Baroque (ca. 1600-1750)

- ◆ Counterpoint, fugue, oratorio
- ◆ Johann Sebastian Bach: selections from *Brandenburg Concertos*, selections from *The Well Tempered Clavier*, selections from the *Cantatas* such as *BWV 80*, *BWV 140*, or *BWV 147*
- ◆ George Frederick Handel: selections from *Water Music*, “Hallelujah Chorus” from *The Messiah*

c. Classical (ca. 1750-1825)

- ◆ The classical symphony (typically in four movements)
Wolfgang Amadeus Mozart, *Symphony No. 40*
- ◆ The classical concerto: soloist, cadenza
Wolfgang Amadeus Mozart, *Piano Concerto No. 21*
- ◆ Chamber music: string quartet, sonata

Franz Joseph Haydn, *String Quartet Opus 76 No. 3, "Emperor"*

Ludwig van Beethoven, *Piano Sonata No. 14 ("Moonlight" Sonata)*

d. Romantic (ca. 1800-1900)

◆ Beethoven as transitional figure: *Symphony No. 9* (fourth movement)

◆ Romantic composers and works:

Franz Schubert, lieder (art songs): *Die Forelle* ("The Trout"), *Gretchen am Spinnrade* ("Gretchen at the Spinning Wheel")

Frederic Chopin: "Funeral March" from *Piano Sonata No. 2 in B flat minor*, "Minute" Waltz, "Revolutionary" Etude in C minor

Robert Schumann, *Piano Concerto in A Minor*

IX. Latin 1A

Resources:

- *Wheelock's Latin*, 7th ed., Frederic M. Wheelock and Richard A. LaFleur

Supplementary Resources:

- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, 5th ed., Anne Groton and James May
- *Classical Mythology & More: A Reader Workbook*, Marianthe Colakis and Mary Joan Masello
- *To Be a Roman: Topics in Roman Culture*, Margaret Brucia and Gregory Daugherty
- *Lingua Latina per se Illustrata, Pars I: Familia Romana*, Hans H. Ørberg
- *Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual*, Hans Ørberg

a. Chapter 1

- ◆ Verbs
- ◆ First and Second Conjugations
- ◆ Adverbs
- ◆ Reading and Translating

b. Chapter 2

- ◆ First declension nouns and adjectives
- ◆ Prepositions
- ◆ Conjunctions
- ◆ Interjections

c. Chapter 3

- ◆ Second declension masculine nouns and adjectives

- ◆ Apposition
- ◆ Word Order
- d. Chapter 4
 - ◆ Second declension neuters
 - ◆ Adjectives
 - ◆ Present of *sum*
 - ◆ Predicate nominatives
 - ◆ Substantives
- e. Chapter 5
 - ◆ First and second conjugations
 - ◆ Future and imperfect
 - ◆ Adjectives in *-er*
- f. Chapter 6
 - ◆ *Sum* and *possum*: complementary infinitive
- g. Chapter 7
 - ◆ Third declension nouns
- h. Chapter 8
 - ◆ Third conjugation: present system
- i. Chapter 9
 - ◆ Demonstratives *hic, ille, iste*
 - ◆ Special *-ius* adjectives
- j. Chapter 10
 - ◆ Fourth conjugation and *-iō* verbs of the third conjugation

Sixth Grade Curriculum Map

	August-September	October	November	December	January	February	March	April	May
Math (Primary Mathematics)	Lesson 1 (6A)	Lessons 2-3 (6A)	Lessons 3-4 (6A)	Lesson 5 (6A)	Lesson 1 (6B)	Lessons 2 (6B)	Lessons 3-4 (6B)	Lessons 4-5 (6B)	Lesson 6 (6B)
Literature	"If" Classical Mythology	Children's Homer	Children's Homer Macbeth 3 poems	Macbeth 2 poems	Scarlet Pimpernel 2 poems	Scarlet Pimpernel 2 poems	Prince and the Pauper 2 poems	Count of Monte Cristo 2 poems	Count of Monte Cristo 2 poems
Grammar (Well Ordered Language)	Review Four Kinds of Sentences Adverbs & Adjectives Direct Objects	Predicate Nominative & Adjectives Sensory Linking Verbs Prep. Phrases	Indirect Object Interrogative Pronouns & Adverbs Relative Clauses	Reflexive, Intensive, & Indefinite Pronouns Adverbial Clauses	Participles Participle Phrases	Gerunds Gerund Phrases	Infinitives Infinitive Phrases	Appositives Noun Clauses	Punctuation Review
Composition	Informative Introductory Paragraph	Informative Body Paragraphs	Informative Conclusion Paragraph	Narrative Introductory Paragraph	Narrative Body Paragraphs	Narrative Conclusion Paragraph	Persuasive Introductory Paragraph	Persuasive Body Paragraphs	Persuasive Conclusion Paragraph
Science	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
History & Geography	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome Enlightenment	French Revolution	French Revolution	Industrialism, Capitalism, & Socialism	Latin America	Immigration	Industrialization & Urbanization Reformers
Art	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
Music	Basic Notation and Elements	Baroque Bach	Classical Mozart	Handel	Chamber music Haydn	Beethoven Romantic	Schubert	Chopin	Schumann
Latin	Wheelock Ch. 1	Chapter 2	Chapter 3-4	Chapter 5	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10

Seventh Grade

I. Grammar & Composition

Resources:

- *Get Smart: Grammar through Sentence Diagramming*, Elizabeth O'Brien
- *Sentence Diagramming Reference Manual: How to Diagram Anything*, Elizabeth O'Brien
- *Sentence Diagramming Exercises: An Introduction to Sentence Diagramming*, Elizabeth O'Brien
- *Elements of Style*, Strunk & White

- a. Sentence Diagramming
- b. 8 parts of speech
- c. Clause: independent vs. dependent clauses, adverbial clauses, noun clauses
- d. Verbals: participle, participle phrase, gerund, gerund phrase, infinitive, infinitive phrase
- e. Writing and editing process
 - ◆ Outlines
 - ◆ Drafts
 - ◆ Rhetorical Polishing
 - ◆ Citations, use of quotations

II. Literature

Teacher Resources:

- *Romeo & Juliet* DVD, Globe Theatre Production

Student Resources:

- *Realms of Gold, Vol. II*, Core Knowledge Foundation
- *Cyrano de Bergerac: A Heroic Comedy in Five Acts*, Edmond Rostand
- *Fahrenheit 451*, Ray Bradbury
- *Romeo and Juliet*, William Shakespeare
- *The Call of the Wild*, Jack London
- *The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson
- *A Christmas Carol*, Charles Dickens

- a. Poetry
 - ◆ Poems:
 - Realms of Gold, Vol. II*
 - Annabel Lee, Edgar Allen Poe

Because I could not stop for Death, Emily Dickinson
The Charge of the Light Brigade, Alfred Lord Tennyson
The Chimney Sweeper (both versions), William Blake
The Cremation of Sam McGee, Robert Service
Dulce et Decorum Est, Wilfred Owen
Fire and Ice, Robert Frost
Harlem, Langston Hughes
Heritage, Countee Cullen
Life is Fine, Langston Hughes
Macavity: The Mystery Cat, T.S. Eliot
The Negro Speaks of Rivers, Langston Hughes
Nothing Gold Can Stay, Robert Frost
The Red Wheelbarrow, William Carlos Williams
This Is Just to Say, William Carlos Williams

◆ Elements of Poetry:

Review: meter, iamb, couplet, rhyme scheme, free verse, onomatopoeia,
alliteration

Stanzas and refrains

Forms: ballad, sonnet, lyric, narrative, limerick, haiku

Types of rhyme: end, internal, slant, eye

b. Fiction

◆ Novels/Novellas

Fahrenheit 451, Ray Bradbury

The Call of the Wild, Jack London

Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson

A Christmas Carol, Charles Dickens

◆ Short Stories

Realms of Gold, Vol. II

The Gift of the Magi, O. Henry

The Necklace, Guy de Maupassant

The Purloined Letter, Edgar Allan Poe

The Secret Life of Walter Mitty, James Thurber

The Tell-Tale Heart, Edgar Allan Poe

◆ Essays and Speeches

Realms of Gold, Vol. II

The Night the Bed Fell, James Thurber

Blood Sweat and Tears, Winston Churchill (*can also be read in history*)

Declaration of War on Japan, Franklin D. Roosevelt (*can also be read in history*)

◆ Autobiography

Realms of Gold, Vol. II

The Story of My Life, Helen Keller

◆ Drama

Cyrano de Bergerac, Edmond Rostand

Romeo and Juliet, William Shakespeare

Elements of Drama: tragedy and comedy; aspects of conflict, suspense, and characterization; soliloquies and asides

◆ Literary Terms

Irony: verbal, situational, dramatic

Flashbacks and foreshadowing

Hyperbole; oxymoron; parody

c. Foreign Phrases Commonly Used in English

ad hoc – concerned with a particular purpose; improvised (literally, “to the thing”)

bona fides – good faith; sincere, involving no deceit or fraud

carpe diem – seize the day, enjoy the present

caveat emptor – let the buyer beware, buy at your own risk

de facto – in reality, actually existing

in extremis – in extreme circumstances, especially at the point of death

in medias res – in the midst of things

in toto – altogether, entirely

modus operandi – a method of procedure

modus vivendi – a way of living, getting along

persona non grata – an unacceptable or unwelcome person

prima facie – at first view, apparently; self-evident

pro bono publico – for the public good

pro forma – for the sake of form, carried out as a matter of formality

quid pro quo – something given or received in exchange for something else
requiescat in pace, R.I.P. – may he or she rest in peace (seen on tombstones)
sic transit gloria mundi – thus passes away the glory of the world
sine qua non – something absolutely indispensable (literally, “which which not”)
sub rosa – secretly

III. History and Geography

Teacher Resources:

- *A History of the American People*, Paul Johnson
- *America: The Last Best Hope*, Vol. I and II, William J. Bennett
- *World History by Era*, Volumes 7, 8, and 9, various authors
- *Letters of a Nation*, Andrew Carroll
- *The First World War*, John Keegan
- *New Deal or Raw Deal? How FDR’s Economic Legacy Has Damaged America*, Burt W. Folsom Jr.
- *The Second World War*, John Keegan

Student Resources:

- Packet of primary texts, Barney Charter School Initiative
- Selections from teacher resources (above)
- *All Quiet on the Western Front*, Erich Maria Remarque
- *My Early Life*, Winston Churchill (selections)
- *Animal Farm*, George Orwell
- *The Diary of a Young Girl*, Anne Frank (selections)

Fall Semester –

a. America Becomes a World Power

- ◆ Expansion of the US Navy, Captain Alfred T. Mahan
- ◆ US annexation of Hawaii
- ◆ The Spanish-American War
- ◆ Complications of imperialism: War with the Philippines, Anti-Imperialist League
- ◆ Building the Panama Canal: “Roosevelt Corollary” to the Monroe Doctrine, “Speak softly and carry a big stick.”

b. Geography of Western and Central Europe

- ◆ Physical features
 - Mountains: Alps, Apennines, Carpathians, Pyrenees
 - Danube and Rhine Rivers
 - Seas: Adriatic, Aegean, Baltic, Black, Mediterranean, North

- ◆ Population and natural resources
- ◆ Languages, major religions
- ◆ Legacy of Roman Empire: city sites, transportation routes
- ◆ Industrial Revolution leads to urbanization
- ◆ Scandinavia: comprised of Denmark, Norway, Sweden, sometimes also includes Finland and Iceland
Cities: Copenhagen, Denmark; Oslo, Norway; Stockholm, Sweden; Helsinki, Finland
- ◆ United Kingdom: comprised of Great Britain (England, Scotland, Wales) and Northern Ireland
Irish Sea, English Channel
North Sea: gas and oil
England: London, Thames River
Scotland: Glasgow, Edinburgh
Northern Ireland: Ulster and Belfast, Catholic-Protestant strife
Ireland: Dublin (review from grade 6: famine of 1840s, mass emigration)
- ◆ France
Alps, Mont Blanc
Seine and Rhone Rivers
Bay of Biscay, Strait of Dover
Corsica (island)
Major cities: Paris, Lyon, Marseilles
- ◆ Belgium, Netherlands (Holland), and Luxembourg
Cities: Brussels, Amsterdam, Rotterdam, The Hague
- ◆ Germany
Cities: Berlin, Bonn, Hamburg, Munich
Ruhr Valley: mining region, industrial cities including Essen
Largest population in Europe, highly urbanized
- ◆ Austria and Switzerland
Mostly mountainous (the Alps)
Cities: Vienna, Bern, Geneva
- ◆ Italy
Apennines
Sardinia and Sicily

Cities: Milan, Rome, Venice, Florence

Vatican City: independent state within Rome

- ◆ Iberian Peninsula: Spain and Portugal

Cities: Madrid, Lisbon

c. World War I: “The Great War,” 1914-1918

- ◆ National pride and greed as causes: European nationalism, militarism, and colonialism

The British Empire: Queen Victoria

Italy becomes a nation: Garibaldi

German nationalism and militarism: Bismarck unifies Germany, war against France, France cedes Alsace-Lorraine to Germany

European imperialism and rivalries in Africa

Stanley and Livingstone

British invade Egypt to protect Suez Canal

French in North Africa

Berlin Conference and the “scramble for Africa”

- ◆ Entangling defense treaties: Allies vs. Central Powers, Archduke Ferdinand assassinated
- ◆ The Western Front and Eastern Front, Gallipoli, Lawrence of Arabia
- ◆ War of attrition and the scale of losses: Battle of Marne (1914), new war technologies (e.g., machine guns, tanks, airplanes, submarines), trench warfare
- ◆ US Neutrality ends: sinking of the Lusitania, “Make the world safe for democracy”
- ◆ Armistice Day, Nov. 11, 1918, abdication of Kaiser Wilhelm II
- ◆ Treaty of Versailles
 - New central European states and national boundaries
 - German reparations and disarmament
- ◆ Woodrow Wilson’s 14 Points
 - League of Nations, concept of collective security

d. Geography of Russia

- ◆ Overview:
 - Territorially the largest state in the world
 - All parts exposed to Arctic air masses

Little moisture reaches Russia, because of distance from Atlantic Ocean,
and because Himalayas block movement of warm, moist air from south
Population concentrated west of Ural Mountains

Siberia: rich in resources

Mongolia: Russian-dominated buffer state with China

Few well-located ports

Rich oil and natural gas regions

◆ Physical features

Volga and Don Rivers (connected by canal)

Caspian Sea, Aral Sea (being drained by irrigation projects)

Sea of Japan, Bering Strait

◆ Cities: Moscow, Petersburg (formerly Leningrad), Vladivostok, Volgograd
(formerly Stalingrad)

e. The Russian Revolution

◆ Tensions in the Russian identity: Westernizers vs. traditionalists

◆ Revolution of 1905, “Bloody Sunday,” Russo-Japanese War

◆ The last czar: Nicholas II and Alexandra

◆ Economic strains of World War I

◆ Revolutions of 1917

March Revolution ousts Czar

October Revolution: Bolsheviks

◆ Civil War: Bolsheviks defeat Czarist counterrevolution, Bolsheviks
become the Communist Party, creation of the Soviet Union

f. America in the 1920s

◆ Isolationism: restrictions on immigration, Red Scare, Sacco and Vanzetti,
Ku Klux Klan

◆ The “Roaring Twenties”: flappers, prohibition and gangsterism, St.
Valentine’s Day Massacre, Al Capone

◆ The Lost Generation: Ernest Hemingway, F. Scott Fitzgerald

◆ Scopes “Monkey Trial”

◆ Women’s right to vote: 19th Amendment

◆ Calvin Coolidge

◆ “New Negro” movement, Harlem Renaissance

African American exodus from segregated South to northern cities

W.E.B. Du Bois: The Souls of Black Folk, NAACP
Zora Neal Hurston, Countee Cullen, Langston Hughes
“The Jazz Age”: Duke Ellington, Louis Armstrong
Marcus Garvey, black separatist movement

- ◆ Technological advances
Henry Ford’s assembly line production, Model T
Residential electrification: mass ownership of radio, Will Rogers
Movies: from silent to sound, Charlie Chaplin
Pioneers of flight: Charles Lindbergh, Amelia Earhart
Decline of rural population

Spring Semester –

g. The Great Depression

- ◆ Wall Street stock market Crash of 1929, “Black Tuesday”: margin trading, stock speculation
- ◆ Hoover insists on European payment of war debts, Smoot-Hawley Tariff Act
- ◆ Mass unemployment
Agricultural prices collapse following European peace
Factory mechanization eliminates jobs
Bonus Army
“Hooverilles”
- ◆ The Dust Bowl, “Okie” migrations
- ◆ Radicals: Huey Long, American Communist Party, Sinclair Lewis

h. Roosevelt and the New Deal

- ◆ Franklin Delano Roosevelt: “The only thing we have to fear is fear itself”
- ◆ Eleanor Roosevelt
- ◆ The New Deal
Growth of unions: John L. Lewis and the CIO (Congress of Industrial Organizations), A. Philip Randolph, Memorial Day Massacre
New social welfare programs: Social Security
New regulatory agencies: Securities and Exchange Commission, National Labor Relations Board
Tennessee Valley Authority

- ◆ Roosevelt’s use of executive power: involvement in legislation, “Imperial Presidency”, court-packing plan
- i. The Rise of Totalitarianism in Europe
 - ◆ Italy: Mussolini establishes fascism; attack on Ethiopia
 - ◆ Germany
 - Weimar Republic, economic repercussions of WWI
 - Adolf Hitler and the rise of Nazi totalitarianism: cult of the *Führer* (“leader”), *Mein Kampf*
 - Nazism and the ideology of fascism, in contrast to communism and democracy
 - Racial doctrines of the Nazis: anti-Semitism, the concept of *Lebensraum* (literally, “living space”) for the “master race,” *Kristallnacht*
 - ◆ The Soviet Union
 - Communist totalitarianism: Josef Stalin, “Socialism in one country”
 - Collectivization of agriculture
 - Five-year plans of industrialization
 - The Great Purge
 - ◆ Spanish Civil War: Franco, International Brigade, Guernica
- j. World War II in Europe and at Home, 1939-45
 - ◆ Hitler defies Versailles Treaty: reoccupation of Rhineland, *Anschluss*, annexation of Austria
 - ◆ Appeasement: Munich Agreement, “peace in our time”
 - ◆ Soviet-Nazi Nonaggression Pact (also called Molotov-Ribbentrop Pact, include secret protocols)
 - ◆ Blitzkrieg: invasion of Poland, fall of France, Dunkirk
 - ◆ Battle of Britain: Winston Churchill, “nothing to offer but blood, toil, tears, and sweat”
 - ◆ The Home Front in America
 - American Lend-Lease supplies, Atlantic Charter
 - America First movement
 - US mobilization for war: desegregation of defense industries, “Rosie the Riveter,” rationing, war bonds
 - America races Germany to develop the atomic bomb: the Manhattan Project

- ◆ Hitler invades Soviet Union: battles of Leningrad and Stalingrad
 - ◆ The Holocaust: “Final Solution,” concentration camps (Dachau, Auschwitz), “Diary of a Young Girl” by Anne Frank (selections)
 - ◆ North Africa Campaign: El Alamein
 - ◆ D-Day: Allied invasion of Normandy, General Dwight Eisenhower
 - ◆ Battle of the Bulge, bombing of Dresden
 - ◆ Yalta Conference
 - ◆ Surrender of Germany, Soviet Army takes Berlin
- k. World War II in the Pacific, and the End of the War
- ◆ Historical background: Japan’s rise to power
Geography of Japan (review all topics from grade 5)
 - Sea of Japan and Korea Strait
 - High population density, very limited farmland, heavy reliance on imported raw materials and food
 - End of Japanese isolation, Commodore Matthew Perry
 - Meiji Restoration: end of feudal Japan, industrialization and modernization
 - Japanese imperialism: occupation of Korea, invasion of Manchuria, Rape of Nanking
 - Japanese-Soviet neutrality treaty
 - ◆ Pearl Harbor, Dec. 7, 1941: “A day that will live in infamy.”
 - ◆ Internment of Japanese-Americans
 - ◆ Fall of the Philippines: Bataan Death March, General Douglas MacArthur, “I shall return.”
 - ◆ Battle of Midway
 - ◆ Island amphibious landings: Guadalcanal, Iwo Jima
 - ◆ Surrender of Japan
 - Atom bombs dropped on Hiroshima and Nagasaki, the Enola Gay
 - US dictates pacifist constitution for Japan, Emperor Hirohito
 - ◆ Potsdam Conference, Nuremberg war crimes trials
 - ◆ Creation of the United Nations: Security Council, Universal Declaration of Human Rights
- l. Geography of the United States
- ◆ Physical features

General forms: Gulf/Atlantic coastal plain, Appalachian highlands and Piedmont, Midwest lowlands, Great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific coast ranges, Artic coastal plain

Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks

Peaks: McKinley, Rainier, Whitney

Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (Erie, Huron, Michigan, Ontario, Superior)

Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee

Niagara Falls, Grand Canyon, Mojave Desert, Death Valley

◆ Political, economic, and social features

The fifty states and their capitals (review); Washington, DC; Commonwealth of Puerto Rico; Virgin Islands; Guam

◆ Cities: Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa

◆ Population: expansion of settlement, population density

◆ Regions

New England, Mid-Atlantic, Mountain States

South: “Dixie,” Mason-Dixon Line, Bible Belt

Southwest: Sun Belt

West Coast: San Andreas fault, California aqueduct system

Coal, oil, and natural gas deposits

Agricultural crop regions

◆ New York City

Bronx, Brooklyn, Manhattan, Queens, Staten Island

Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street

Central Park, Harlem, Greenwich Village

IV. Mathematics

Resources:

- *Dimensions Math: Common Core*, 7A & 7B, a Singapore Math Program
- *Dimensions Mathematics: Workbook* for 7A & 7B, a Singapore Math Program
- *Dimensions Mathematics: Workbook Solutions* for 7A & 7B, a Singapore Math Program
- *Dimensions Mathematics: Teaching Notes and Solutions* for 7A & 7B, a Singapore Math Program

Fall Semester –

- a. Factors and Multiples
 - ◆ Prime factorization and exponential notation
 - ◆ Greatest common factor
 - ◆ Least common multiple
 - ◆ Square roots and cube roots
- b. Real Numbers
 - ◆ Negative numbers and the number line
 - ◆ Addition and addition inverse
 - ◆ Subtraction and absolute value of the difference
 - ◆ Multiplication, division, and combined operations of integers
 - ◆ Rational numbers
 - ◆ Real numbers and use of calculators
 - ◆ Rounding numbers to decimal places
- c. Introduction to Algebra
 - ◆ The use of letters in algebra
 - ◆ Evaluation of algebraic expressions and formulas
 - ◆ Writing algebraic expressions to represent real-world situations
- d. Algebraic Manipulation
 - ◆ Like terms and unlike terms
 - ◆ Distributive law, addition, and subtraction of linear algebraic expressions
 - ◆ Simplification of linear algebraic expressions
 - ◆ Factorization by extracting common factors
 - ◆ Factorization by grouping terms

- e. Simple Equations in One Variable
 - ◆ Simple linear equations in one variable
 - ◆ Equations involving parentheses
 - ◆ Simple fractional equations
 - ◆ Forming linear equations to solve problems
- f. Ratio, Rate, and Speed
 - ◆ Ratios involving rational numbers
 - ◆ Average rate
 - ◆ Speed
- g. Percentage
 - ◆ Meaning of percentage
 - ◆ Reverse percentages
 - ◆ Percentage increase and decrease
 - ◆ Discount and sales tax
- h. Angles, Triangles, and Quadrilaterals
 - ◆ Points, lines, and planes
 - ◆ Angles
 - ◆ Perpendicular bisectors and angle bisectors
 - ◆ Triangles and Quadrilaterals

Spring Semester –

- i. Number Patterns
 - ◆ Number patterns and sequences
 - ◆ General term of a sequence
- j. Coordinates and linear graphs
 - ◆ Cartesian coordinate system
 - ◆ Linear graphs
 - ◆ Slopes of linear graphs
- k. Inequalities
 - ◆ Solving simple inequalities
 - ◆ More properties of inequalities
 - ◆ Simple linear inequalities
 - ◆ Applications of simple inequalities

- l. Perimeters and areas of plane figures
 - ◆ Perimeters and areas of a square, a rectangle, and a triangle
 - ◆ Circumference and area of a circle
 - ◆ Area of a parallelogram and trapezoid
 - ◆ Perimeters and areas of composite plane figures
- m. Volumes and Surface Areas of Solids
 - ◆ Volumes and total surface areas of a cube, cuboid, and prism
 - ◆ Volumes and surface areas of composite solids
- n. Proportions
 - ◆ Scale drawings
 - ◆ Map scale and calculation area
 - ◆ Direct proportion
 - ◆ Inverse proportion
- o. Data Handling
 - ◆ Collection of data
 - ◆ Dot plots
 - ◆ Measure of center: mean and median
 - ◆ Mode
- p. Probability of Simple Events
 - ◆ Set notation
 - ◆ Meaning of Probability
 - ◆ Sample Space
- q. Probability of Combined Events
 - ◆ Probabilities of simple combined events
 - ◆ Mutually exclusive events
 - ◆ Independent events
 - ◆ Further probabilities

V. Science

Teacher resources:

- *Antoine Lavoisier*, Lisa Yount
- *Charles Darwin*, David C. King
- *Charles Darwin and the Beagle Adventure*, A. J. Wood
- *Dmitri Mendeleev and the Periodic Table*, Susan Zannos
- *Gregor Mendel: And the Roots of Genetics*, Edward Edelson
- *Lise Meitner*, Janet Hamilton
- *Niels Bohr: Atomic Theorist*, Ray Spangenburg
- Science Explorer series (Teacher's Editions) *Earth's Changing Surface*, *Human Biology and Health*

Student Resources:

- Science Explorer series (Student and Teacher's Editions): *Cells and Heredity*, *Chemical Building Blocks*, *Chemical Interactions*

a. Atomic Structure

- ◆ Review (from grade 5): Structure of atoms: protons, neutrons, electrons
Molecules

Compounds are formed by combining two or more elements and have properties different from the constituent elements.

- ◆ Early theories of matter

The early Greek theory of four elements: earth, air, fire, and water

Later theories of Democritus: everything is made of atoms and nothing else (“atom” in Greek means that which can’t be cut or divided); atoms of the same kind form a pure “element”

Alchemy in the middle ages

- ◆ Start of modern chemistry

Lavoisier and oxygen: the idea that matter is not gained or lost in chemical reactions

John Dalton revives the theory of the atom

Mendeleev develops the Periodic Table, showing that the properties of atoms of elements come in repeating (periodic) groups.

Niels Bohr develops a model of the atom in shells that hold a certain number of electrons. Bohr’s model, plus the discovery of neutrons, helped explain the Periodic Table: atomic number, atomic weight, isotopes.

- ◆ Biography: Antoine Lavoisier (chemist who discovered the process of oxidation)
- ◆ Biography: Dmitri Mendeleev (scientist who devised the periodic table)
- ◆ Biography: Niels Bohr (Bohr model of the atom)

b. Chemical Bonds and Reactions

- ◆ To get a stable outer shell of electrons, atoms either give away, take on, or share electrons.
- ◆ Chemical reactions rearrange the atoms and the electrons in elements and compounds to form chemical bonds.
- ◆ When single atoms combine with themselves or with other atoms, the result is a molecule.
O₂ is a molecule of oxygen. NaCl is a molecule of salt, and because it has more than one element is called a compound.
- ◆ Ionic bond: Atoms like sodium that have just one or two extra electrons are very energetic in giving them away. Elements with the same number of extra or few electrons can join with each other to make an ionic bond (e.g., NaCl, table salt)
- ◆ Metallic bond: In the metallic bond, electrons are not given away between elements, but are arranged so that they are shared between atoms. Pure metals show this sharing, and the atoms can rearrange themselves in different ways, which explains why you can pound metals into different shapes.
- ◆ Biography: Lise Meitner (physicist who helped discover nuclear fission)

c. Chemistry of Food and Respiration

- ◆ Energy for most life on earth comes from the sun, typically from sun, to plants, to animals, back to plants.
- ◆ Living cells get most of their energy through chemical reactions.
All living cells make and use carbohydrates (carbon and water), the simplest of these being sugars.
All living cells make and use proteins, often very complex compounds containing carbon, hydrogen, oxygen, and many other elements.
Making these compounds involves chemical reactions which need water, and take place in and between cells, across cell walls. The reactions also need catalysts called “enzymes.”

Many cells also make fats, which store energy and food.

◆ Energy in plants: photosynthesis

Plants do not need to eat other living things for energy.

Main nutrients of plants: the chemical elements nitrogen, phosphorus, potassium, calcium, carbon, oxygen, hydrogen (some from soil or the sea, others from the air)

Photosynthesis, using chlorophyll, converts these elements into more plant cells and stored food using energy from sunlight.

Leafy plants mainly get their oxygen dissolved in water from their roots, and their carbon mainly from the gas CO₂.

Plant photosynthesis uses up CO₂ and releases oxygen.

◆ Energy in animals: respiration

Animal chemical reactions do the opposite of plants – they use up oxygen and release CO₂.

In animals the chief process is not photosynthesis but respiration, that is, the creation of new compounds through oxidation.

Animals cannot make carbohydrates, proteins, and fats from elements.

They must eat these organic compounds from plants or other animals, and create them through respiration.

Respiration uses oxygen and releases CO₂, creating an interdependence and balance between plant and animal life.

◆ Human nutrition and respiration

Humans are omnivores and can eat both plant and animal food.

Human respiration, through breathing, gets oxygen to the cells through the lungs and the blood.

The importance of hemoglobin in the blood.

◆ Human health

While many other animals can make their own vitamins, humans must get them from outside.

A balanced diet: the food pyramid or “MyPlate” for humans (review); identification of the food groups in terms of fats, carbohydrates, proteins, vitamins, and trace elements

◆ Biography: Dorothy Hodgkin (chemist who determined the structure of vitamin B12)

d. Cell Division and Genetics

- ◆ Cell division, the basic process for growth and reproduction
Two types of cell division: mitosis (growth and asexual reproduction),
meiosis (sexual reproduction)
Asexual reproduction: mitosis; diploid cells (as in amoeba)
Sexual reproduction: meiosis: haploid cells; combination of traits
How change occurs from one generation to another: either mutation or
mixing of traits through sexual reproduction
Why acquired characteristics are not transmitted
- ◆ Gregor Mendel's experiments with purebred and hybrid peas
Dominant and recessive genes
Mendel's statistical analysis led to understanding that inherited traits are
controlled by genes (now known to be DNA).
- ◆ Modern understanding of chromosomes and genes
Double helix (twisted ladder) of DNA coding; how DNA makes new DNA
How DNA sequence makes proteins
Genetic engineering
Modern researchers in genetics: Francis Crick, James Watson, Severo
Ochoa, Barbara McClintock
- ◆ Biography: Gregor Mendel (Father of Genetics)

e. History of the Earth and Life Forms

- ◆ Paleontology
Fossils as a record of the Earth's history and past life forms
How fossils are formed, and types of fossils (mold, cast, trace, true-form)
- ◆ Geologic Time: age of the earth
The age of the earth is about 4.6 billion years, based on geologic evidence
and radioactive dating. Life has existed on earth for more than 3
billion years.
How movements of the earth's plates have affected the distribution of
organisms
- ◆ Geologic Time: organizing geologic time in four major eras
Precambrian Era – earliest forms of life, such as bacteria and blue-green
algae; later in the period, invertebrates such as jellyfish

Paleozoic Era – Pangaea; invertebrate life, such as trilobites, early in this era, followed by development of vertebrates later in the era, including fish; development of insects, amphibians, and the beginnings of reptiles; development of simple plants, such as mosses and ferns

Mesozoic Era – Pangaea separates into continents; “Age of Reptiles”; dinosaurs, flowering plants, small mammals and birds

Cenozoic (Present) Era – Ice Age; mammoths, gradual development of mammals, birds, and other animals recognizable today; humans; flowering plants, forests, grasslands

f. Evolution

◆ Evolution

Evolution is the change in a population of organisms over time caused by both genetic change and environmental factors.

Adaptation and mutation

Charles Darwin: voyages of the *Beagle*; *Origin of Species* (1859)

◆ Natural Selection

Natural selection as the mechanism of evolution: Darwin’s theory that life forms better adapted to their current environment have a better chance of surviving and will pass on their traits to their offspring

Trait variation and change from generation to generation

Evidence for the theory of evolution includes comparative anatomy, geology, fossils, and DNA research.

◆ Extinction and Speciation

Extinction occurs when an environment changes and a species is no longer adapted to it.

New species can develop when part of the population becomes separated and evolves in isolation.

Life forms have evolved from simple organisms in oceans through amphibians to higher forms such as primates.

◆ Biography: Charles Darwin (scientist known for theory of natural selection)

VI. Art

Resources:

- *Eyewitness Companions: Art*, Robert Cumming (DK Eyewitness)
- *Impressionism*, Jude Welton (Eyewitness Art)
- *Post-Impressionism*, Colin Wiggins (Eyewitness Art)
- *Pablo Picasso: A Retrospective*, The Museum of Modern Art, New York, compiled by Jane Fluegel, edited by William Rubin
- Various trade books with large prints of the art listed in the CK Sequence below.

a. Impressionism

- ◆ Examine characteristics of Impressionism in
 - Claude Monet: Impressionism: *Sunrise*, *Bridge Over a Pool of Lilies*
 - Pierre Auguste Renoir, *Luncheon of the Boating Party*
 - Edgar Degas, a ballet painting such as *Dancing Class*
 - Mary Cassatt, *The Boating Party*

b. Post-Impressionism

- ◆ Examine characteristics of Post-Impressionism in
 - Paul Cezanne: a still life such as *Apples and Oranges*, a version of *Mont Sainte-Victoire*, *The Card Players*
 - Georges Seurat and pointillism: *Sunday Afternoon on the Island of the Grande Jatte*
 - Vincent van Gogh: *The Starry Night*, one of his *Sunflowers*, a self-portrait such as *Self-Portrait* [1889]
 - Paul Gauguin: *Vision After the Sermon*, *Hail Mary (Ia Orana Maria)*
 - Henri Toulouse-Lautrec, *At the Moulin Rouge*
 - Art Nouveau as a pervasive style of decoration

c. Expressionism and Abstraction

- ◆ Examine representative artists and works, including
 - Henri Matisse: *Madame Matisse*, *The Red Room*, cutouts such as *Beasts of the Sea*
 - Edvard Munch, *The Scream*
 - Marc Chagall, *I and the Village*
 - Pablo Picasso's early works, including *Family of Saltimbanques*
- ◆ Cubism
 - Pablo Picasso, *Les Femmes d'Alger (O.J.)*

Marcel Duchamp, *Nude Descending a Staircase*

- ◆ Picasso after Cubism: *Girl Before a Mirror*, *Guernica*
- ◆ Other developers of abstraction:
 - Vassily Kandinsky, *Improvisation 31 (Sea Battle)*
 - Paul Klee, *Senecio* (also known as *Head of a Man*)
 - Piet Mondrian, *Broadway Boogie Woogie*
 - Salvador Dali and surrealism: *The Persistence of Memory*

d. Modern American Painting

- ◆ Examine representative artists and works, including
 - Edward Hopper, *Nighthawks*
 - Andrew Wyeth, *Christina's World*
 - Georgia O'Keeffe, *Red Poppies*
- ◆ Regionalists, social realists, and genre painters
 - Grant Wood, *American Gothic*
 - Diego Rivera [Mexican], *Detroit Industry*
 - Norman Rockwell, *Triple Self-Portrait*

VII. Music

Resources:

- Core Knowledge Music Collection, Grade 7, Core Knowledge Foundation

a. Elements of Music:

- ◆ Review as necessary from earlier grades:
 - The orchestra and families of instruments (strings, wind, brass, percussion); keyboard instruments
 - Vocal ranges: soprano, mezzo-soprano, alto; tenor, baritone, bass
- ◆ Recognize frequently used Italian terms:
 - grave* (very, very slow)
 - largo* (very slow)
 - adagio* (slow)
 - andante* (moderate)
 - moderato* (medium)
 - allegro* (fast)

presto (very fast)

prestissimo (as fast as you can go)

ritardando and *accelerando* (gradually slowing down and getting faster)

crescendo and *decrescendo* (gradually increasing and decreasing volume)

legato (smoothly flowing progression of notes), *staccato* (crisp, distinct notes)

- ◆ Recognize introduction, interlude, and coda in musical selections.
- ◆ Recognize theme and variations.
- ◆ Identify chords [such as I (tonic), IV (subdominant), V (dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).
- ◆ Understand what an octave is.
- ◆ Understanding the following notation and terms:
names of lines and spaces in the treble clef; middle C
treble clef, bass clef, staff, bar line, double bar line, measure, repeat signs
whole note, half note, quarter note, eighth note
whole rest, half rest, quarter rest, eighth rest
grouped sixteenth notes
tied notes and dotted notes
sharps, flats, naturals
Da capo [D.C.] *al fine*
meter signature 4/4 or common time 2/4, 3/4, 6/8
soft ***pp*** ***p*** ***mp*** loud ***mf*** ***f*** ***ff***

b. Classical Music: Romantic Composers and Works

- ◆ Johannes Brahms, *Symphony No. 1* (fourth movement)
- ◆ Hector Berlioz, *Symphonie Fantastique*
- ◆ Franz Liszt, *Hungarian Rhapsody No. 2* for piano
- ◆ Richard Wagner, Overture to *Die Meistersinger von Nürnberg*

c. Classical Music: Music and National Identity

- ◆ Antonín Dvořák, *Symphony No. 9* (“From the New World”)
- ◆ Edvard Grieg, *Peer Gynt Suites Nos. 1 and 2*
- ◆ Peter Ilich Tchaikovsky, *1812 Overture*

d. American Musical Traditions

- ◆ Blues
Evolved from African-American work songs and spirituals

Twelve bar blues form

◆ Jazz

African-American origins

Terms: improvisation, syncopation, solo and soloist

Ragtime: works of Scott Joplin (such as “The Entertainer” and “Maple Leaf Rag”)

Louis Armstrong: early recordings such as “Potato Head Blues,” “West End Blues,” or “St. Louis Blues”

Duke Ellington: “Caravan,” “Take the ‘A’ Train” [by Billy Strayhorn]

Miles Davis: “So What”

Influence of jazz on other music: George Gershwin’s *Rhapsody in Blue*

VIII. Latin 1B

Resources:

- *Wheelock’s Latin*, 7th ed., Frederic M. Wheelock and Richard A. LaFleur

Supplementary Resources:

- Workbook for Wheelock’s Latin, Paul Comeau and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock’s Latin, 5th ed., Anne Groton and James May
- *Classical Mythology & More: A Reader Workbook*, Marianthe Colakis and Mary Joan Masello
- *To Be a Roman: Topics in Roman Culture*, Margaret Brucia and Gregory Daugherty
- *Lingua Latina per se Illustrata, Pars I: Familia Romana*, Hans H. Ørberg
- *Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual*, Hans Ørberg

- a. Review: *Wheelock’s Latin*, Chapters 1-10 (review should last for about the first quarter of the school year)
- b. Chapter 11
 - ◆ Personal pronouns *ego*, *tū*, and *is*
 - ◆ Demonstratives *is* and *idem*
- c. Chapter 12
 - ◆ The perfect active system
- d. Chapter 13
 - ◆ Reflexive pronouns and possessives
 - ◆ Intensive pronoun

- e. Chapter 14
 - ◆ I-Stem nouns of the third declension
 - ◆ Ablatives of means, accompaniment, and manner
- f. Chapter 15
 - ◆ Numerals
 - ◆ Genitive of the whole
 - ◆ Ablative with numerals and ablative of time
- g. Chapter 16
 - ◆ Third declension adjectives
- h. Chapter 17
 - ◆ The relative pronoun
- i. Chapter 18
 - ◆ First and second conjugations: present system passive
 - ◆ Ablative of agent
- j. Chapter 19
 - ◆ Perfect passive system
 - ◆ Interrogative pronouns and adjectives
- k. Chapter 20
 - ◆ Fourth declension
 - ◆ Ablatives of place from which and separation
- l. Chapter 21
 - ◆ Third and fourth conjugations: present system passive
- m. Chapter 22
 - ◆ Fifth declension
 - ◆ Ablative of place where and summary of ablative uses

Eighth Grade

I. Grammar & Composition

Resources:

First year Schools

- *Get Smart: Grammar through Sentence Diagramming*, Elizabeth O'Brien
- *Sentence Diagramming Reference Manual: How to Diagram Anything*, Elizabeth O'Brien
- *Sentence Diagramming Exercises: An Introduction to Sentence Diagramming*, Elizabeth O'Brien
- *Elements of Style*, Strunk & White

Second Year Schools

- *Stay Smart Workbook: 188 Advanced Sentence Diagramming Exercises*, Elizabeth O'Brien
- *Get Smart: Grammar through Sentence Diagramming*, Elizabeth O'Brien (for first-year schools)
- *Sentence Diagramming Reference Manual: How to Diagram Anything*, Elizabeth O'Brien
- *Sentence Diagramming Exercises: An Introduction to Sentence Diagramming*, Elizabeth O'Brien
- *Elements of Style*, Strunk & White

- a. Sentence Diagramming
- b. 8 parts of speech
- c. Clause: independent vs. dependent clauses, adverb clauses, noun clauses, adjective clauses
- d. Verbals: participle, participle phrase, gerund, gerund phrase, infinitive, infinitive phrase
- e. Writing and editing process
 - ◆ Outlines
 - ◆ Drafts
 - ◆ Rhetorical Polishing
 - ◆ Citations, use of quotations

II. Literature

Teacher Resources:

- *Much Ado About Nothing* (DVD), Globe Theatre Production

Student Resources:

- *Much Ado About Nothing*, William Shakespeare
- *Lord of the Flies*, William Golding
- *The Red Badge of Courage*, Stephen Crane
- *To Kill a Mockingbird*, Harper Lee
- *Realms of Gold, Vol. III*, Core Knowledge Foundation

a. Poetry

◆ Poems:

Apparently with no surprise, Emily Dickinson

Buffalo Bill's, e.e. cummings

Chicago, Carl Sandburg

Do Not Go Gentle into That Good Night, Dylan Thomas

The Gift Outright, Robert Frost

How do I love thee? Elizabeth Barrett Browning

How They Brought the Good News From Ghent to Aix, Robert Browning

I dwell in possibility, Emily Dickinson

The Lake Isle of Innisfree, William B. Yeats

Lucy Gray (or Solitude), William Wordsworth

Mending Wall, Robert Frost

Mr. Flood's Party, Edward Arlington Robinson

My Heart Leaps Up, William Wordsworth

Polonius's speech from *Hamlet*, "Neither a borrower nor a lender be..."

William Shakespeare

Ozymandias, Percy Bysshe Shelley

Sonnet 18, "Shall I compare thee...", William Shakespeare

Spring and Fall, Gerard Manley Hopkins

A Supermarket in California, Allen Ginsberg

Theme for English B, Langston Hughes

We Real Cool, Gwendolyn Brooks

◆ Elements of Poetry: Review

Meter, iamb, couplet, rhyme scheme, free verse, onomatopoeia,
alliteration, assonance

Forms: ballad, sonnet, lyric, narrative, limerick, haiku

Stanzas and refrains

Types of rhyme: end, internal, slant, eye

Metaphor and simile: including extended and mixed metaphors

Imagery, symbol, personification

Allusion

b. Fiction

◆ Novels/Novellas

Lord of the Flies, William Golding

To Kill a Mockingbird, Harper Lee

The Red Badge of Courage, Stephen Crane

◆ Short Stories

Realms of Gold, Vol. III

The Bet, Anton Chekov

Dr. Heidegger's Experiment, Nathaniel Hawthorne

God Sees the Truth But Waits, Leo Tolstoy

An Honest Thief, Fyodor Dostoyevsky

The Open Boat, Stephen Crane

◆ Elements of Fiction

Review: plot and setting, theme, point of view in narration, conflict, suspense and climax

Characterization: As delineated through a character's thoughts, words, and deeds; through the narrator's description; and through what other characters say

Flat and round; static and dynamic

Motivation

Protagonist and Antagonist

Tone and diction

◆ Essays and Speeches

(can also be read in history)

Realms of Gold, Vol. III

Inaugural Address, John F. Kennedy

Death of a Pig, E.B. White

The Marginal World, Rachel Carson

- ◆ Autobiography
Realms of Gold, Vol. III
Selections (such as chapters 2 and 16) from *I Know Why the Caged Bird Sings*, Maya Angelou
- ◆ Drama
Much Ado About Nothing, William Shakespeare
Elements of Drama: tragedy and comedy; aspects of conflict, suspense, and characterization; soliloquies and asides; farce and satire; aspects of performance and staging, including actors, directors, sets, costumes, props, lighting, music, presence of an audience
- ◆ Literary Terms
Irony: verbal, situational, dramatic
Flashbacks and foreshadowing
Hyperbole; oxymoron; parody

c. Foreign Phrases Commonly Used in English

au revoir – goodbye, until we see each other again

avant-garde – a group developing new or experimental concepts, a vanguard

bête noire – a person or thing especially dreaded and avoided [literally, “black beast”]

c’est la vie – that’s life, that’s how things happen

carte blanche – full discretionary power [literally, “blank page”]

cause célèbre - a very controversial issue that generates fervent public debate [literally, “a celebrated case”]

coup de grâce – a decisive finishing blow

coup d’état – overthrow of a government by a group

déjà vu – something overly familiar (literally, “already seen”)

enfant terrible – one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]

fait accompli – an accomplished fact, presumably irreversible

faux pas – a social blunder [literally, “false step”]

Madame, Mademoiselle, Monsieur – Mrs., Miss, Mr.

merci – thank you

pièce de résistance – the principal part of the meal, a showpiece item

raison d'être – a reason for being

savoir-faire – the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]

tête-à-tête – private conversation between two people [literally, “head-to-head”]

III. History and Geography

Teacher Resources:

- *A History of the American People*, Paul Johnson
- *Modern Times: The World from the Twenties to the Nineties*, Rev. Ed., Paul Johnson
- *America: The Last Best Hope*, Vol. II and III, William J. Bennett

Resources:

- Packet of primary texts, Barney Charter School Initiative
- Selections from teacher resources (above)
- *One Day in the Life of Ivan Denisovich*, Aleksandr Solzhenitsyn

Fall Semester –

a. Civics: The Constitution – Principles and Structure of American Democracy

◆ Overview of the US Constitution

James Madison and Alexander Hamilton

Preamble

Human nature, natural law, natural rights

Equality, consent

Representative government

Rule of law

Separation of powers, checks and balances

Enumeration of powers, federalism

◆ Legislative branch: role and powers of Congress

Bicameralism

Legislative and representative duties

Structure of the Congress, committee system, how a bill is passed

Budget authority, “power of the purse”

Power to impeach the president or federal judge

◆ Executive branch: role and powers of the presidency

Chief executive, cabinet departments, executive orders
Chief diplomat, commander-in-chief of the armed forces
Chief legislator, sign laws into effect, recommend laws, veto power
Appointment power, cabinet officers, federal judges

- ◆ Judiciary: role and powers of the courts
Roll of courts in interpreting the Constitution; coequality of branches
Legal process, criminal vs. civil cases, appellate courts
Concepts of due process of law, equal protection
Judicial review, Marbury v. Madison, Chief Justice John Marshall, Federalist 78.
- ◆ Bill of Rights
Arguments for/against a Bill of Rights at the American founding
Religious liberty
Procedural rights
State vs. Federal powers

b. Breakup of the British Empire

- ◆ Creation of British Commonwealth, independence for colonial territories
- ◆ Troubled Ireland: Easter Rebellion, Irish Free State
- ◆ Indian nationalism and independence
Sepoy Rebellion
Mahatma Gandhi, Salt March
Partition of India into Hindu and Muslim states
- ◆ Geography of South Asia
Himalayas, Mt. Everest, K-2
Very high population densities and growth rates, food shortages
Monsoons
Rivers: Ganges, Indus, Brahmaputra
Arabian Sea, Bay of Bengal
Pakistan, Karachi
Bangladesh, Sri Lanka
- ◆ Overview of India
Legacy of British colonial rule: English language, rail system
Second most populous country after China
Subsistence agriculture

Caste system, “untouchables”

Delhi, Bombay, Calcutta, Madras

Longstanding tension between Hindus and Moslems

c. Creation of People’s Republic of China

◆ China under European domination

Opium Wars, Boxer Rebellion

Sun Yat Sen

◆ Communists take power

Mao Zedong: The Long March

Defeat of nationalists led by Chiang Kai-Shek

Soviet-Communist Chinese 30-year Friendship Treaty

◆ Geography of China

Overview

One-fifth of world population

4,000-year-old culture

Third largest national territory, regional climates

Physical features

Huang He (Yellow) River, Chang Jiange (Yangtze) River

Tibetan Plateau, Gobi Desert

Yellow Sea, East China Sea, South China Sea

Great Wall, Grand Canal

Social and economic characteristics

Major cities: Beijing, Shanghai, Guangzhou (formerly Canton),
Shenyang

World’s largest producer of coal and agricultural products, major
mineral producer

Off-shore oil reserves

Multi-dialectical, including Mandarin, Cantonese

Hong Kong, special coastal economic zones

Taiwan, Taipei

d. The Cold War: Origins and Korean War

◆ USSR under Joseph Stalin: purges, gulags; read selections from *One Day in the Life of Ivan Denisovich* by Aleksandr Solzhenitsyn.

- ◆ Post-WWII devastation of Europe, Marshall Plan, Bretton Woods Conference
- ◆ Western fear of communist expansion, Soviet fear of capitalist influences
- ◆ Truman Doctrine, policy of containment of communism
 - Formation of NATO, Warsaw Pact
 - The “Iron Curtain” (Churchill)
 - Berlin Airlift
 - Eastern European resistance, Hungarian Revolution, Berlin Wall, Prague Spring
- ◆ The Korean War
 - Inchon, Chinese entry, removal of MacArthur
 - Partition of Korea, truce line near the 38th Parallel
- e. America in the Cold War
 - ◆ McCarthyism, House Un-American Activities Committee, “witch hunts”
 - Hollywood Blacklist
 - Spy cases: Alger Hiss, Julius and Ethel Rosenberg
 - ◆ The Eisenhower Years
 - Secret operations, CIA, FBI counterespionage, J. Edgar Hoover, U-2 incident
 - Soviet Sputnik satellite, “Missile Gap,” Yuri Gagarin
 - Eisenhower’s farewell speech, the “military-industrial complex”
 - ◆ The Kennedy Years, “Ask not what your country can do for you...”
 - Attack on organized crime, Robert F. Kennedy
 - Cuban Missile Crisis, Fidel Castro, Bay of Pigs invasion
 - Nuclear deterrence, “mutual assured destruction,” Nuclear Test Ban Treaty
 - Kennedy assassination in 1963, Lee Harvey Oswald, Warren Commission
 - ◆ Space exploration, moon landing, Neil Armstrong
 - ◆ American culture in the 1950s and 60s
 - Levittown and the rise of the suburban lifestyle, automobile-centered city planning
 - Influence of television
 - Baby Boom generation, rock and roll, Woodstock festival, 26th Amendment

f. The Civil Rights Movement

- ◆ Segregation: *Plessy v. Ferguson*, doctrine of “separate but equal,” “Jim Crow” laws
- ◆ Post-war steps toward desegregation
 - Jackie Robinson breaks color barrier in baseball
 - Truman desegregates Armed Forces
 - Adam Clayton Powell, Harlem congressman
 - Integration of public schools: *Brown v. Board of Education* (1954), Thurgood Marshall
- ◆ Montgomery Bus Boycott, Rosa Parks
- ◆ Southern “massive resistance”
 - Federal troops open schools in Little Rock, Arkansas
 - Murder of Medgar Evers
 - Alabama Governor George Wallace “stands in schoolhouse door”
- ◆ Nonviolent challenges to segregation: “We shall overcome”
 - Woolworth lunch counter sit-ins
 - Freedom riders, CORE
 - Black voter registration drives
 - Martin Luther King, Jr.
 - Southern Christian Leadership Conference
 - March on Washington, “I have a dream” speech
 - Letter from Birmingham Jail
 - Selma to Montgomery March
- ◆ President Johnson and the civil rights movement
 - The Great Society, War on Poverty, Medicare
 - Civil Rights Act of 1964, Voting Rights Act of 1965, affirmative action
- ◆ African American militance
 - Malcolm X
 - Black Power, Black Panthers
 - Watts and Newark riots
- ◆ Assassinations of Martin Luther King, Jr., and Robert F. Kennedy

Spring Semester –

g. The Vietnam War

- ◆ French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong
 - ◆ Domino Theory
 - ◆ US takes charge of the war, Special Forces, Tonkin Gulf Resolution
 - ◆ Tet Offensive, My Lai Massacre
 - ◆ Antiwar protests, Kent State, The Pentagon Papers, “hawks” and “doves”
 - ◆ American disengagement, Nixon’s “Vietnamization” policy, Kissinger, War Powers Act
 - ◆ Watergate scandal, resignation of Nixon
 - ◆ Vietnam, Hanoi, Ho Chi Minh City (formerly Saigon)
- h. The Rise of Social and Environmental Activism
- ◆ Feminist movement, “women’s liberation”
Betty Friedan, National Organization for Women
Roe v. Wade
Failure of the Equal Rights Amendment
 - ◆ Cesar Chavez, United Farm Workers
 - ◆ American Indian Movement: second Wounded Knee, federal recognition of Indian right to self-determination
 - ◆ Emergence of environmentalism
Rachel Carson, *Silent Spring*
Environmental Protection Agency, Endangered Species Act, Clean Air and Water Acts
Disasters such as Love Canal, Three Mile Island, Chernobyl, Exxon Valdez
- i. Geography of the Middle East
- ◆ Overview
Heartland of great early civilizations, Nile River, Mesopotamia, “Fertile Crescent”
Generally hot, arid conditions with thin, poor soils
Generally speak Arabic, except in Turkey (Turkish), Israel (Hebrew), Iran (Persian)
Predominant religion is Islam
Sunni and Shiite sects
Principal holy places: Makkah (also spelled Mecca) and Medina in Saudi Arabia
 - ◆ Oil: world’s most valuable commodity

Greatest known oil reserves concentrated around the Persian Gulf Strait of Hormuz, shipping routes and national imports
Extraction of Arab oil required Western technology, which introduced competing cultural influences to Islam

◆ Egypt

Most populous Arab country
Nile River and delta, surrounded by inhospitable deserts
Aswan Dam, Lake Nasser
Cairo (largest city in Africa), Alexandria
Suez Canal, Sinai Peninsula, Red Sea

◆ Israel

Formed by the United Nations in 1948 as homeland for Jewish people
Jerusalem: Holy city for Judaism (Wailing Wall, Temple Mount), Christianity (Church of the Holy Sepulcher), and Islam (Dome of the Rock)
Tel Aviv, West Bank, Gaza Strip, Golan Heights
Jordan River, Sea of Galilee, Dead Sea (lowest point on earth), Gulf of Aqaba

◆ Middle East states and cities

Beirut, Lebanon; Amman, Jordan; Damascus, Syria; Baghdad, Iraq; Tehran, Iran; Kuwait; Riyadh and Makkah, Saudi Arabia
Kurdish minority population in Iraq, Turkey, and Iran

◆ Turkey

Istanbul (formerly Constantinople)
Bosporus, Dardanelles
Ataturk Dam controls upper Euphrates River

j. The Middle East and Oil Politics

◆ League of Nations' territorial mandates in Middle East

◆ Creation of Israel in 1948, David Ben-Gurion

◆ Suez Crisis, Gamal Abal Nasser

◆ Palestine Liberation Organization, Yasser Arafat

◆ Arab-Israeli Wars

Six-Day War, Israel occupies West Bank, Gaza Strip, Golan Heights
Yom Kippur War, OPEC oil embargo

- ◆ Camp David Peace Treaty
 - ◆ Islamic fundamentalism, Iranian hostage crisis, Iran-Iraq War
 - ◆ Persian Gulf War
 - ◆ September 11, 2001 attacks
 - ◆ Iraq War
- k. The End of the Cold War
- ◆ The American Policy of Détente
 - Diplomatic opening to China
 - Strategic Arms Limitation Talks
 - Jimmy Carter’s human rights basis for diplomacy
 - ◆ The end of détente
 - Afghanistan War, US boycott of 1980 Olympic games
 - Ronald Reagan, opposition to détente, ballistic missile defense
 - ◆ Breakup of the USSR: History
 - Arms race exhausts USSR economy
 - Helsinki Accord on human rights, Andrei Sakharov
 - Mikhail Gorbachev
 - Solidarity labor movement, Lech Walesa
 - Reunification of Germany, demolition of the Berlin Wall
 - ◆ Geographical consequences of the breakup of the Soviet Union
 - New European states from form Soviet Union: Belarus, Latvia, Lithuania, Moldova, Ukraine
 - Newly independent Muslim states in Asia (with Russian minorities):
 - Kazakstan, Kyrgyzstan, Turkmenistan, Uzbekistan
 - Caucasus, mountainous region where Western and Islamic cultures meet:
 - Armenia, Azerbaijan, Georgia
 - ◆ Legacies of Soviet policies
 - Numerous internal republics, many language distinctions
 - Forced relocation of large numbers of ethnic minorities
 - Environmental poisoning from industrial and farm practices
 - ◆ China under Communism
 - The Cultural Revolution
 - Tiananmen Square
- l. Contemporary Europe

- ◆ Toward European unity
 - European Economic Community, “Common Market”
 - European Parliament, Brussels, Maastricht Treaty on European Union
 - France linked to Britain by the Channel Tunnel (“Chunnel”)
 - European Union; the Euro
- ◆ Conflict and change in Central Europe
 - Geography of the Balkan region
 - Ethnically fragmented, mixture of languages and religions
 - Mountainous region, Danube River
 - Seas: Adriatic, Ionian, Black, Aegean, Mediterranean
 - Romania, Bulgaria, Greece, Albania
 - Countries that emerged from the breakup of Yugoslavia: Slovenia, Croatia, Bosnia and Herzegovina, Macedonia
 - Bosnian conflict
 - “Balkanization”
- m. The End of Apartheid in South Africa
 - ◆ Background
 - British and Dutch colonialism in South Africa, Cecil Rhodes, Afrikaners
 - African resistance, Zulu wars, Shaka
 - Boer Wars
 - Union of South Africa, majority nonwhite population but white minority rule
 - Apartheid laws
 - ◆ African National Congress
 - Nelson Mandela
 - ◆ Internal unrest and external pressures (such as economic sanctions) force South Africa to end apartheid, Mandela released
- n. Geography of Canada
 - ◆ Ten provinces and three territories
 - ◆ St. Lawrence River, Gulf of St. Lawrence, Grand Banks, Hudson Bay, McKenzie River, Mt. Logan
 - ◆ Two official languages: English and French, separatist movement in Quebec

- ◆ Montreal, Toronto, Vancouver, Ottawa, most Canadians live within 100 miles of US
- ◆ Rich mineral deposits in Canadian Shield, grain exporter
- ◆ US and Canada share longest open international boundary, affinities between neighboring US and Canadian regions
- ◆ North American Free Trade Agreement (NAFTA)
- o. Geography of Mexico
 - ◆ Mexico City: home of nearly one-quarter of population, vulnerable to earthquakes
 - ◆ Guadalajara, Monterrey
 - ◆ Sierra Madre mountains, Gulf of California, Yucatan Peninsula
 - ◆ Oil and gas fields
 - ◆ Rapid population growth rate
 - ◆ North American Free Trade Agreement (NAFTA), Maquiladoras

III. Mathematics

Resources:

- *A First Course in Algebra*, Arthur W. Weeks and Jackson B. Adkins (Chapters 1-14)

Fall Semester

- a. Letters for Numbers (W&A Ch. 1) (3 Weeks)
 - ◆ Sets of numbers: natural numbers, prime numbers, and integers
 - ◆ Sentences and variables
 - ◆ Axioms about numbers
 - ◆ Order of operations
 - ◆ Finding the value of an expression
 - ◆ Fundamental operations: addition, subtraction, multiplication, and division
 - ◆ The number line
 - ◆ Combining like terms

- ◆ Reciprocals
- ◆ Fractions involving algebraic expressions
- b. Equations (W&A Ch. 2) (3 Weeks)
 - ◆ What is an equation?
 - ◆ The distributive axiom
 - ◆ Laws of algebra and conditional equations
 - ◆ Practice on the fundamental operations
 - ◆ Properties of an equality
 - ◆ Solving an equation
 - ◆ Principle of substitution
- c. Equalities Described by Words (W&A Ch. 3) (2 Weeks)
 - ◆ Translating relationships
 - ◆ Solution of word problems
 - ◆ Expressions and equations involving parentheses
 - ◆ Problems involving ratio and percentage
- d. Formulas (W&A Ch. 4) (2 Weeks)
 - ◆ Formulas as equations
 - ◆ Implied relationships
 - ◆ Powers and exponents
 - ◆ Further work on substitution
 - ◆ Graph of a set of ordered pairs
- e. Positive and Negative Numbers (W&A Ch. 5) (3 Weeks)
 - ◆ Basic properties of positive and negative numbers
 - ◆ Absolute value
 - ◆ Operations with signed numbers
 - ◆ The distributive axiom with positive and negative numbers
 - ◆ Solution of equations involving signed numbers
 - ◆ Equalities described by words
- f. Simple Fractions and Equations Containing Fractions (W&A Ch. 6) (3 Weeks)
 - ◆ Fractional identities
 - ◆ Reducing fractions to lowest terms
 - ◆ Addition and subtraction of fractions
 - ◆ Solution of equations containing fractions

- ◆ Fractional inequalities
- g. Pairs of Linear Equations (W&A Ch. 7) (2 Weeks)
 - ◆ Sets of ordered pairs of numbers and their graphs
 - ◆ Intersection of two sets of ordered pairs
 - ◆ Non-graphic methods of solving a pair of linear equations
 - ◆ Word problems involving pairs of equations
 - ◆ Pairs of equations involving fractions

Spring Semester

- a. Related Changes (W&A Ch. 8) (2.5 Weeks)
 - ◆ Domain, range, function
 - ◆ Direct variation
 - ◆ Inverse variation
 - ◆ Related changes involving three or more variables
- b. The Fundamental Operations with Polynomials (W&A Ch. 9) (2.5 Weeks)
 - ◆ Addition, subtraction, multiplication, and division of monomials
 - ◆ Addition, subtraction, multiplication and division of polynomials
 - ◆ Products of polynomials
 - ◆ Division by expression of more than one term
- c. Factoring (W&A Ch. 10) (3 Weeks)
 - ◆ Reversing the order of the distributive axiom
 - ◆ Factors as divisors
 - ◆ Difference of two squares
 - ◆ Trinomials
 - ◆ Combinations of the various types of factors
 - ◆ Grouping terms
- d. Quadratic Equations (W&A Ch. 11) (2 Weeks)
 - ◆ Polynomials of the second degree
 - ◆ Solution of a quadratic equation
 - ◆ Some factorable third- and fourth-degree equations
 - ◆ Problems leading to quadratic equations
 - ◆ The function defined by an equation of the form $y = ax^2 + bx + c$
 - ◆ Quadratic inequalities

- e. Harder Fractions and Fractional Equations (W&A Ch. 12) (2 Weeks)
 - ◆ Complex fractions
 - ◆ Operations with fractions
 - ◆ Fractional equations
- f. Irrational Numbers (W&A Ch. 13) (3 Weeks)
 - ◆ The set of real numbers
 - ◆ Operations with radicals
 - ◆ Computing a square root
 - ◆ Changing the form of a radical
 - ◆ Equations involving radicals
 - ◆ The Pythagorean Theorem and its applications
- g. The General Quadratic Equation (W&A Ch. 14) (3 Weeks)
 - ◆ The form $ax^2 + c = 0$
 - ◆ The form $(x - k)^2 = m$
 - ◆ Solution by completing the square
 - ◆ Solution by formula

III. Science

Teacher Resources:

- *Albert Einstein*, Joyce Goldenstern
- *Benjamin Franklin*, Stephen Krensky
- *Nikola Tesla and the Taming of Electricity*, Lisa J. Aldrich
- *Poor Richard*, James Daugherty

Student Resources:

- *Conceptual Physics* by Paul Hewitt (Teacher's and Student Edition; Student Lab Manual)

Supplemental resources:

- Science Explorer series (Teacher's and Student Editions): *Motion, Forces, and Energy, Sound and Light, Electricity and Magnetism*

a. Motion

- ◆ Velocity and Speed

The velocity of an object is the rate of change of its position in a particular direction.

Speed is the magnitude of velocity expressed in distance covered per unit of time.

Changes in velocity can involve changes in speed or direction or both.

- ◆ Average Speed = total distance traveled divided by the total time elapsed

Formula: Speed = Distance/Time ($S = D/T$)

Familiar units for measuring speed: miles or kilometers per hour

b. Forces

- ◆ The concept of force: force as a push or pull on an object

Examples of familiar forces (such as gravity, magnetic force)

A force has both direction and magnitude.

Measuring force: expressed in units of mass, pounds in English system, newtons in metric system

- ◆ Unbalanced forces cause changes in velocity.

If an object is subject to two or more forces at once, the effect is the net effect of all forces.

The motion of an object does not change if all the forces on it are in balance, having net effect of zero.

The motion of an object changes in speed or direction if the forces on it are unbalanced, having net effect other than zero.

To achieve a given change in the motion of an object, the greater the mass of the object, the greater the force required.

c. Density and Buoyancy

- ◆ When immersed in a fluid (i.e. liquid or gas), all objects experience a buoyant force.

The buoyant force on an object is an upward (counter-gravity) force equal to the weight of the fluid displaced by the object.

Density = mass per unit volume

Relation between mass and weight (equal masses at same location have equal weights)

- ◆ How to calculate density of regular and irregular solids from measurements of mass and volume

The experiment of Archimedes

- ◆ How to predict whether an object will float or sink

d. Work

- ◆ In physics, work is a relation between force and distance: work is done when force is exerted over a distance
Equation: Work equals Force x Distance ($W = F \times D$)
Common units for measuring work: foot-pounds (in English system), joules (in metric system; 1 joule = 1 newton of force x one meter of distance)

e. Energy

- ◆ In physics, energy is defined as the ability to do work.
- ◆ Energy as distinguished from work
To have energy, a thing does not have to move.
Work is the transfer of energy.
- ◆ Two main types of energy: kinetic and potential
Some types of potential energy: gravitational, chemical, elastic, electromagnetic
Some types of kinetic energy: moving objects, heat, sound and other waves
- ◆ Energy is conserved in a system.
- ◆ Biography: Albert Einstein (physicist whose theories of relativity allowed great advancements in the study of space, matter, energy, time, and gravity)

f. Power

- ◆ In physics, power is a relation between work and time: a measure of work done (or energy expended) and the time it takes to do it.
Equation: Power equals Work divided by Time ($P = W/T$), or Power = Energy/Time
Common units of measuring power: foot-pounds per second, horsepower (in English system); watts, kilowatts (in metric system)

g. Electricity

- ◆ Basic terms and concepts (review from grade 4):
Electricity is the charge of electrons in a conductor.
Opposite charges attract, like charges repel.
Conductors and insulators
Open and closed circuits

Short circuit: sudden surge of amperage due to the reduction of resistance in a circuit; protection from short circuits is achieved by fuses and circuit breakers

Electrical safety

◆ Electricity as the charge of electrons

Electrons carry negative charge; protons carry positive charge

Conductors: materials like metals that easily give up electrons

Insulators: materials like glass that do not easily give up electrons

◆ Static electricity

A static charge (excess or deficiency) creates an electric field.

Electric energy can be stored in capacitors (typically two metal plates, one charged positive and one charged negative, separated by an insulating barrier). Capacitor discharges can release fatal levels of energy.

Grounding drains an excess or makes up a deficiency of electrons, because the earth is a huge reservoir of electrons. Your body is a ground when you get a shock of static electricity.

Lightning is a grounding of static electricity from clouds.

◆ Flowing electricity

Electric potential is measured in volts.

Electric flow or current is measured in amperes: 1 ampere = flow of 1 coulomb of charge per second (1 coulomb = the charge of 6.25 billion billion electrons).

The total power of an electric flow over time is measured in watts. Watts = amps x volts; amps = watts/volts; volts = watts/amps.

The unit of electrical resistance is the ohm.

◆ Biography: Nikola Tesla (inventor and electrical engineer)

◆ Biography: Benjamin Franklin (inventor; experimented with electricity)

h. Magnetism and Electricity

◆ Earth's magnetism

Earth's magnetism is believed to be caused by movements of charged atoms in the molten interior of the planet.

Navigation by magnetic compass is made possible because the earth is a magnet with north and south magnetic poles.

◆ Connection between electricity and magnetism

Example: move a magnet back and forth in front of a wire connected to a meter, and electricity flows in the wire. The reverse: electric current flowing through a wire exerts magnetic attraction.

Spinning electrons in an atom create a magnetic field around the atom.

Unlike magnetic poles attract, like magnetic poles repel.

Practical applications of the connection between electricity and magnetism, for example:

An electric generator creates alternating current by turning a magnet and a coil of wire in relation to each other; an electric motor works on the reverse principle.

A step-up transformer sends alternating current through a smaller coil of wire with just a few turns next to a larger coil with many turns. This induces a higher voltage in the larger coil. A step-down transformer does the reverse, sending current through the larger coil and creating a lower voltage in the smaller one.

i. Electromagnetic Radiation and Light

◆ Waves and electromagnetic radiation

Most waves, such as sound and water waves, transfer energy through matter, but light belongs to a special kind of radiation that can transfer energy through empty space.

◆ The electromagnetic spectrum

From long waves, to radio waves, to light waves, to x-rays, to gamma rays
Called “electromagnetic” because the radiation is created by an oscillating electric field which creates an oscillating magnetic field at right angles to it, which in turn creates an oscillating electric field at right angles, and so on, with both fields perpendicular to each other and the direction the wave is moving.

The light spectrum: from infrared (longest) to red, orange, yellow, green, blue, violet (shortest)

Speed in a vacuum of all electromagnetic waves including light: 300,000 km per second, or 186,000 miles per second; a universal constant, called c

◆ Refraction and reflection

Refraction: the slowing down of light in glass causes it to bend, which enables lenses to work for television, photography, and astronomy

How Isaac Newton used the refraction of a prism to discover that white light was made up of rays of different energies (or colors)

Reflection: concave and convex reflectors; focal point

◆ Biography: Charles Steinmetz (scientist who made key advances in electric power)

◆ Biography: James Maxwell (scientist who created mathematical equations that expressed the basic laws of light, electricity, and magnetism)

j. Sound Waves

◆ General properties of waves

Waves transfer energy by oscillation without transferring matter; matter disturbed by a wave returns to its original place.

Wave properties: wavelength, frequency, speed, crest, trough, amplitude

Two kinds of waves: transverse (for example, light) and longitudinal (for example, sound)

Common features of both kinds of waves:

Speed and frequency of wave determine wavelength.

Wave interference occurs in both light and sound.

Doppler effect occurs in both light and sound.

◆ Sound waves: longitudinal, compression waves, made by vibrating matter, for example, strings, wood, air

While light and radio waves can travel through a vacuum, sound waves cannot. Sound waves need a medium through which to travel.

Speed

Sound goes faster through denser mediums, that is, faster through solids and liquids than through air (gases).

At room temperature, sound travels through air at about 340 meters per second (1,130 feet per second).

Speed of sound = Mach number

Supersonic booms; breaking the sound barrier

Frequency

Frequency of sound waves measured in “cycles per second” or Hertz (Hz)

Audible frequencies roughly between 20 and 20,000 Hz

The higher the frequency, the higher the subjective “pitch”

Amplitude

Amplitude or loudness is measured in decibels (dB).

Very loud sounds can impair hearing or cause deafness.

Resonance, for example, the sound board of a piano, or plates of a violin

IV. Art

Resources:

- *Eyewitness Companions: Art*, Robert Cumming (DK Eyewitness)
- *Eyewitness Companions: Architecture*, Jonathan Glancey (DK Eyewitness)
- Various trade books with large prints of the art listed in the CK Sequence below.

a. Painting since World War II

- ◆ Examine representative artists and works, including
Jackson Pollock and Abstract Expressionism: *Painting, 1948*
Willem de Kooning, *Woman and Bicycle*
Mark Rothko, *Orange and Yellow*
Helen Frankenthaler, *Wales*
Andy Warhol and Pop Art: *Campbell’s Soup Can, Marilyn*
Roy Lichtenstein, *Whaam*
Romare Bearden, *She-Ba*
Jacob Lawrence, a work from his *Builder* series or *Migration of Negroes* series

b. Photography

- ◆ Examine representative artists and works, including
Edward Steichen, *Rodin with His Sculptures “Victor Hugo” and “The Thinker”*
Alfred Steiglitz, *The Steerage*
Dorothea Lange, *Migrant Mother, California*
Margaret Bourke-White, *Fort Peck Dam*

Ansel Adams, *Moonrise, Hernandez, New Mexico*

Henri Cartier-Bresson, *The Berlin Wall*

c. 20th-Century Sculpture

- ◆ Examine representative artists and works, including
 - Auguste Rodin: *The Thinker, Monument to Balzac*
 - Constantin Brancusi, *Bird in Space*
 - Pablo Picasso, *Bull's Head*
 - Henry Moore, *Two Forms*
 - Alexander Calder, *Lobster Trap and Fish Tail*
 - Louise Nevelson, *Black Wall*
 - Claes Oldenburg, *Clothespin*
 - Maya Lin, *Vietnam Veterans Memorial*

d. Architecture Since the Industrial Revolution

- ◆ Demonstrations of metal structure: Crystal Palace, Eiffel Tower
- ◆ First skyscrapers: “Form follows function”
 - Louis Sullivan: Wainwright Building
 - Famous skyscrapers: Chrysler Building, Empire State Building
- ◆ Frank Lloyd Wright: Fallingwater, Guggenheim Museum
- ◆ The International Style
 - Walter Gropius, Bauhaus Shop Block
 - Le Corbusier: Villa Savoye, Unite d’Habitation, Notre Dame du Haut
 - Ludwig Mies van der Rohe and Philip Johnson: Seagram Building

V. Music

Resources:

- Core Knowledge Music Collection, Grade 8, Core Knowledge Foundation

a. Elements of Music:

- ◆ Review as necessary from earlier grades:
 - The orchestra and families of instruments (strings, wind, brass, percussion); keyboard instruments
 - Vocal ranges: soprano, mezzo-soprano, alto; tenor, baritone, bass
- ◆ Recognize frequently used Italian terms:
 - grave* (very, very slow)

largo (very slow)

adagio (slow)

andante (moderate)

moderato (medium)

allegro (fast)

presto (very fast)

prestissimo (as fast as you can go)

ritardando and *accelerando* (gradually slowing down and getting faster)

crescendo and *decrescendo* (gradually increasing and decreasing volume)

legato (smoothly flowing progression of notes), *staccato* (crisp, distinct notes)

- ◆ Recognize introduction, interlude, and coda in musical selections.
- ◆ Recognize theme and variations.
- ◆ Identify chords [such as I (tonic), IV (subdominant), V (dominant); V7]; major and minor chords; chord changes; intervals (third, fourth, fifth).
- ◆ Understand what an octave is.
- ◆ Understanding the following notation and terms:
 - names of lines and spaces in the treble clef; middle C
 - treble clef, bass clef, staff, bar line, double bar line, measure, repeat signs
 - whole note, half note, quarter note, eighth note
 - whole rest, half rest, quarter rest, eighth rest
 - grouped sixteenth notes
 - tied notes and dotted notes
 - sharps, flats, naturals
 - Da capo* [D.C.] *al fine*
 - meter signature 4/4 or common time 2/4, 3/4, 6/8
 - soft ***pp*** ***p*** ***mp*** loud ***mf*** ***f*** ***ff***

b. Non-Western Music

- ◆ Become familiar with scales, instruments, and works from various lands, for example: 12-tone scale, sitar from India, Caribbean steel drums, Japanese koto

c. Classical Music: Nationalists and Moderns

- ◆ Music and National Identity: Composers and works
Jean Sibelius, *Finlandia*

Béla Bartók, folk-influenced piano music such as *Allegro barbaro*,
selections from *Mikrokosmos* or *For Children*

Joaquin Rodrigo, *Concierto de Aranjuez*

Aaron Copland, *Appalachian Spring (Suite)*

◆ Modern Music: Composers and works

Claude Debussy, *La Mer*, first movement, “De l’aube à midi sur la mer”

Igor Stravinsky, *The Rite of Spring*, first performed in Paris, 1913

d. Vocal Music: Opera

◆ Terms: overture, solo, duet, trio, quartet, chorus, aria, recitative

◆ Composers and works:

Gioacchino Rossini, from *The Barber of Seville*: Overture and “Largo al factotum”

Guiseppe Verdi, from *Rigoletto*: aria, “Questa o quella”; duet, “Figlia! ...Mio padre!”; aria, “La donna è mobile”; quartet, “Bella figlia dell’amore”

e. Vocal Music: American Musical Theater

◆ Composers and popular songs:

Irving Berlin, “There’s No Business Like Show Business,” “Blue Skies”

George M. Cohan, “Give My Regards to Broadway,” “Yankee Doodle Dandy”

Cole Porter, “Don’t Fence Me In,” “You’re the Top”

◆ Broadway musicals: selections including

Jerome Kern, *Showboat*: “Ole Man River”

Rodgers and Hammerstein, *Oklahoma!*: “Oh What a Beautiful Mornin’,”
“Oklahoma”

Leonard Bernstein and Stephen Sondheim, *West Side Story*: “Maria,” “I
Feel Pretty”

VI. Latin 2

Resources:

- *Wheelock's Latin*, 7th ed., Frederic M. Wheelock and Richard A. LaFleur

Supplementary Resources:

- Workbook for Wheelock's Latin, Paul Comeau and Richard A. LaFleur
- Wheelock's Latin Reader: Selections from Latin Literature, 2nd ed., Frederick M. Wheelock and Richard A. LaFleur
- Thirty-Eight Latin Stories Designed to Accompany Wheelock's Latin, 5th ed., Anne Groton and James May
- *New Latin Grammar*, J.H. Allen and J.B. Greenough
- *Lingua Latina per se Illustrata, Pars I: Familia Romana*, Hans H. Ørberg
- *Lingua Latina per se Illustrata. Pars I: Latine Disco Student Manual*, Hans Ørberg
- *Literature in the Roman World*, Oliver Taplin
- *A Handbook of Latin Literature*, H.J. Rose and E. Courtney

- a. Review: Wheelock's Latin, Chapters 1-22 (review for about the first quarter of the school year)
- b. Chapter 23
 - ◆ Participles
- c. Chapter 24
 - ◆ Ablative absolute
 - ◆ Passive periphrastic
 - ◆ Dative of agent
- d. Chapter 25
 - ◆ Infinitives
 - ◆ Indirect statement
- e. Chapter 26
 - ◆ Comparison of adjectives
 - ◆ Ablative of comparison
- f. Chapter 27
 - ◆ Irregular comparison of adjectives
- g. Chapter 28
 - ◆ Subjunctive mood
 - ◆ Present subjunctive
 - ◆ Jussive and purpose clauses
- h. Chapter 29

- ◆ Imperfect subjunctive
- ◆ Present and imperfect subjunctive of *Sum* and *Possum*
- ◆ Result clauses
- i. Chapter 30
 - ◆ Perfect and pluperfect subjunctive
 - ◆ Indirect questions
 - ◆ Sequence of tenses
- j. Chapter 31
 - ◆ *Cum* clauses
 - ◆ *Ferō*
- k. Chapter 32
 - ◆ Formation and comparison of adverbs
 - ◆ *Volō, mālō, nōlō*
 - ◆ Proviso clauses

Questions for Teachers when Lesson Planning

Do not complete. Instead, use to help complete the Lesson Plan templates.

- What is your objective for this lesson, or what do you want children to achieve through this lesson?

- How are you going to introduce this lesson? Engage students with an attention grabbing, opening question that will eventually lead to the key idea or concept.

- What does research provide related to this lesson, either from the textbook or outside resources?

- What questions will you ask during the lesson?

- How will you engage students using a multisensory method for this lesson? (It is important that students do more than just sit during a lesson.)

- What materials are needed to support your questioning or for an activity to go with this lesson?

- Think ahead. What difficulties might children encounter with this lesson/activity? How can you support the areas of difficulty?

- What are your expected outcomes from this lesson?

- How will you know if you have accomplished what the objective for the lesson was, or how will students demonstrate knowledge of what has been taught?

LESSON PLAN TEMPLATE

Course/Class _____

Grade Level _____

Lesson Title _____

Lesson Duration _____

Lesson Objective-

Opening Question

Tasks/Activities

Questions during Instruction

Materials

Concluding the Lesson



**Alignment of Northwest Ohio Classical Academy Curriculum
with
Ohio Learning Standards**

Kindergarten – Eighth Grade

2018

The following documents comprise the Northwest Ohio Classical Academy’s curriculum alignment with Ohio State Learning Standards for grades Kindergarten through Eight. For each content statement we have matched sections (units/chapters/pages) in the texts and/or resources used by the teachers and students that align with that particular standard. For those areas that need additional resources to fully align, we have made note of them in the documents and placed suggested texts and websites to cover the gaps.

With state testing during each grade level and subject area, the school will closely monitor and review the Science alignment for both 5th and 8th grades. Also, it is expected that the state will add back in Social Studies testing for grades 4 and 6 within the next two years. Below is a current table depicting when and what content areas the students are assessed by the state.

GRADES 3-8

	English language arts	Mathematics	Science
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

While this is not a major strand until the higher-level grades, there are supplemental resources including websites to cover the Ohio Learning Standards Social Studies / Economics content area that is not covered with the Core Knowledge curriculum. Further recommendations will be discussed with the Barney Charter School Initiative (BCSI) and may be added to prepare students to respond to any math questions that may arise on state testing.

Additionally aligned with Ohio Learning Standards are Northwest Ohio Classical Academy’s Fine Arts (Art and Music), Physical Education, Health and Foreign Languages.

Northwest Ohio Classical Academy - Ohio Learning Standards Alignment: Kindergarten

The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.

Acronym Guide for Ohio State Standards for ENGLISH LANGUAGE ARTS Grade Kindergarten:

Reading Standards for Literature: RLK

Writing Standards: WK

Reading Standards for Informational Text: RIK

Speaking and Listening Standards: SLK

Reading Standards: Foundational Skills: RFK

Language Standards: LK

Strand	Ohio Learning Standards	Core Knowledge Sequence
Language Arts	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	I. Listening and Speaking A. Classroom Discussion Participate in age appropriate activities involving listening and speaking.
	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Speak clearly with volume appropriate to the setting.
	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
	SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask questions to clarify conversations, directions, exercises, and/or classroom routines.

	<p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Continue a conversation through multiple exchanges</p>	<p>Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.</p>
	<p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Identify and express physical sensations, mental states, and emotions of self and others.</p>
	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>B. Presentation of Ideas and Information Follow multi-step, oral directions.</p>
	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Give simple directions.</p>
	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Provide simple explanations.</p>
		<p>Recite a nursery rhyme, poem or song independently</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>C. Comprehension and Discussion of Read-Alouds—All Texts Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.</p>
	<p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which</p>	<p>Grasping Specific Details and Key Ideas Describe illustrations.</p>

	<p>they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	Sequence four to six pictures illustrating events in a read-aloud.
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Retell key details.
	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	Ask questions to clarify information in a read- aloud.

	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p>	<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>
	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently</p>	<p>Observing Craft and Structure</p> <p>Understand and use words and phrases heard in read-alouds.</p>

	<p>occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
	<p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>
	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Integrating Information and Evaluating Evidence</p> <p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>

	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p>	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
		Identify who is telling a story or providing information in a text.
	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry</p> <p>Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>
	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	Change some story events and provide a different story ending.
	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they</p>	Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

	occurred, and provide a reaction to what happened.	
	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	**Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
	RLK.5 Recognize common types of text (e.g., storybooks, poems).	Distinguish fantasy from realistic text in a story
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>E. Comprehension and discussion of Read-Alouds – Non-fiction and Informational Text</p> <p>Retell important facts and information from a nonfiction read-aloud.</p>

	<p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	With assistance, categorize and organize facts and information within a given topic.
	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	With assistance, create and interpret timelines and lifelines related to read-alouds.
	<p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the</p>	Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

	text an illustration depicts).	
	RFK.1 Demonstrate understanding of the organization and basic features of print.	II. Reading A. Print Awareness Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
	RFK.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
	RIK.5 Identify the front cover, back cover, and title page of a book. RFK.1 Demonstrate understanding of the organization and basic features of print.	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
	RFK.1 Demonstrate understanding of the organization and basic features of print.	Demonstrate correct book orientation by holding book correctly and turning pages. Recognize that sentences in print are made up of separate words.
	RFK.1 Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.	Understand that words are separated by spaces.
	RFK.1 Demonstrate understanding of the organization and basic features of print.	Distinguish letters, words, sentences, and stories. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
	RFK.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
	RFK.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
		Say the letters of the alphabet in order, either in song or recitation.
		B. Phonological and Phonemic Awareness

		Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.
		Identify whether pairs of environmental sounds are the same or different.
		Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Orally segment sentences into discrete words. Demonstrate understanding that words are made up of sequences of sounds. Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). In riddle games, supply words that begin with a target phoneme.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-	Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.

	syllable spoken words.	
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	Identify the number of syllables in a spoken word.
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	C. Phonics: Decoding and Encoding Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Blend individual phonemes to pronounce printed words. Understand that sometimes two or more printed letters stand for a single sound. Read and write any CVC word, e.g., sit or cat. Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.

	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read at least 15 words generally identified as very high frequency words.
	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Consonant Sounds and Spellings Taught in Kindergarten /b/ spelled 'b' as in boy, 'bb' as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring /s/ spelled 's' as in sit, 'ss' as in dress /t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet /w/ spelled 'w' as in wet /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs /ch/ spelled 'ch' as in chop /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then

		<p>/qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>
	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Vowel Sounds and Spellings Taught in Kindergarten /a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but /ae/ spelled 'a_e' as in cake /ee/ spelled 'ee' as in bee /ie/ spelled 'i_e' as in bike /oe/ spelled 'o_e' as in note /ue/ spelled 'u_e' as in cute /er/ spelled 'er' as in her. /ar/ spelled 'ar' as is car /or/ spelled 'or' as in for</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding. RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RFK.4 Read emergent-reader texts with purpose and understanding.</p>	<p>D. Oral Reading and Fluency Read decodable stories that incorporate the specific code knowledge that has been taught.</p>
	<p>RLK.4 Ask and answer questions about unknown words in a text. RIK.4 With prompting and support, ask and answer questions about unknown words in a text. RFK.4 Read emergent-reader texts with purpose and understanding.</p>	<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

	<p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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.</p>	
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	Demonstrate understanding of and use commas and end punctuation while reading orally.
	<p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	Read aloud, alone, or with a partner at least 15 minutes each day.
	<p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	<p>E. Reading Comprehension – All Texts</p> <p>Demonstrate understanding of simple decodable text after reading independently.</p>
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>Grasping Specific Details and Key Ideas</p> <p>Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.</p>
	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p>	Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked</p>	Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

	<p>events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p>	
	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Understand and use words and phrases from a text that has been read independently.</p>

	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Integrating Information and Evaluating Evidence</p> <p>Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>
	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Use pictures accompanying the written text to check and support understanding.</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>
	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>Identify who is telling a story or providing information in a text.</p>
	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a</p>	<p>III. Writing</p> <p>Draw pictures to represent a preference or opinion.</p>

	<p>reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p>	
	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p>	<p>Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.</p>
	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>With assistance, add details to writing.</p>

	WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	Create a title or caption to accompany a picture and/or shared writing.
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters</p> <p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>IV. Language Conventions</p> <p>Form letters, words, phrases and sentences to communicate thoughts and ideas.</p>
	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Apply basic spelling conventions.</p> <p>Use basic capitalization and punctuation in sentences to convey meaning.</p>
		<p>A. Handwriting and Spelling</p> <p>Hold a pencil with a pincer grasp and make marks on paper.</p>
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters</p>	Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
		Write own name.
		Write from left to right, leaving spaces between words, and top to bottom using return sweep.

	<p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.</p>
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>LK.2 Produce and expand complete sentences in shared language activities.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Write words, phrases, and sentences from dictation, applying phonics knowledge.</p>
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Understand and use question words(interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>B. Parts of Speech and Sentence Structure</p> <p>Use and understand question words, i.e., what, where, when, who, how.</p>
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>Form regular plural nouns by adding ‘s’ or ‘es’, i.e., dog, dogs, wish, wishes.</p>
	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.</p>
	<p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p> <p>LK.1 Demonstrate command of the conventions of</p>	<p>Produce and expand complete sentences orally and in shared writing exercises.</p>

	<p>standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	
	<p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p>	<p>C. Capitalization and Punctuation Capitalize the first word in a sentence, the pronoun I.</p>
	<p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation.</p>	<p>Identify and use end punctuation, including periods, question marks, and exclamation points.</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>V. Poetry A. Mother Goose and other Traditional Poems* A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It's Raining, It's Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard</p>

		<p>One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>B. Other Poems, Old and New* April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>VI. Fiction A. Stories* The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears</p>

		<p>How Many Spots Does a Leopard Have? (African folktale)</p> <p>King Midas and the Golden Touch</p> <p>The Legend of Jumping Mouse (Native American: Northern Plains legend)</p> <p>The Little Red Hen</p> <p>Little Red Riding Hood</p> <p>Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs</p> <p>The Three Billy Goats Gruff</p> <p>The Three Little Pigs</p> <p>A Tug of War (African folktale)</p> <p>The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>B. Aesop’s Fables*</p> <p>The Lion and the Mouse</p> <p>The Grasshopper and the Ants</p> <p>The Dog and His Shadow</p> <p>The Hare and the Tortoise</p>
	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>C. American Folk Heroes and Tall Tales*</p> <p>Johnny Appleseed</p> <p>Casey Jones</p>
		<p>D. Literary Terms</p> <p>author</p> <p>illustrator</p>
	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>VII. Sayings and Phrases</p> <p>A dog is man’s best friend.</p> <p>April showers bring May flowers. Better safe than sorry.</p> <p>Do unto others as you would have them do unto you.</p>

		<p>The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.</p>
<p>*Reading: Text complexity and the growth of comprehension The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade K Language Art Objectives for Listening and Learning</p>		

Kindergarten Correlation of Singapore Math and Ohio Learning Standards

	Common Core Standard	Singapore Math Text Reference
		Page Citation Key: Textbook: TB Activity Book: AB
	Counting and Cardinality	
Know number names and the count sequence.	1. Count to 100 by ones and by tens.	TB-A: 22–53, 54–85 AB-A: 8–15, 16–25 TB-B: 19–32, 94–111, 145–157 AB-B: 18–27, 71–77, 86–93
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)	TB-A: 94–97 AB-A: 28–29 TB-B: 1–2, 29–30, 53–54, 108–109 AB-B: 25–27, 45–47, 75–77
	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).	TB-A: 37–53, 54–85 AB-A: 8–15, 16–25 TB-B: 19–28 AB-B: 18–24
Count to tell the number of objects.	4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
	4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	TB-A: 22–33, 54–71 AB-A: 8, 16–21

	4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	TB-A: 28–35, 54–55, 58–75 AB-A: 8, 16–21
	4c. Understand that each successive number name refers to a quantity that is one larger.	TB-A: 86–97 AB-A: 26–29 TB-B: 1–8, 29–30 AB-B: 25–27
	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	TB-A: 22–47, 54–85 AB-A: 8–15, 16–25 TB-B: 19–28 AB-B: 18–24
Compare numbers.	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.	TB-A: 199–208 AB-A: 82–91 TB-B: 1–10, 19–20
	7. Compare two numbers between 1 and 10 presented as written numerals.	TB-B: 11–16 AB-B: 2–17
	Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	TB-B: 33–48, 49–64, 65–84, 85–88 AB-B: 28–39, 40–53, 54–61, 62–70
	2. Solve addition and subtraction word problems, and add and subtract within	TB-B: 33–48, 49–64, 65–72, 75–82, 85–93

	10, e.g., by using objects or drawings to represent the problem.	AB–B: 28–39, 40–53, 54–55, 58–61, 62–70
	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	TB–B: 33–48 AB–B: 28–39
	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.	TB–B: 46 AB–B: 37–39
	5. Fluently add and subtract within 5.	TB–B: 33–38, 49–50, 65–70 AB–B: 28–33, 40–44, 54–55
	Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	TB–B: 21–28 AB–B: 18–24
	Measurement and Data	
Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	TB–A: 147–154, 164–165, 175–176, 180–182, 185–186 AB–A: 57–62, 66, 71–73
	2. Directly compare two objects with a measurable attribute in common, to see which	TB–A: 155–169, 177–179, 187–188

	object has “more of”/”less of” the attribute, and describe the difference.	AB-A: 63–65, 67–70, 74–80
Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	TB-A: 1–8, 15–16, 30–33, 51–53, 62–63, 110–111 AB-A: 1–5, 7
	Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	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.	TB – A: AB-A:
	2. Correctly name shapes regardless of their orientation or overall size.	TB-A: AB-A:
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	TB-A: AB-A:

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Kindergarten

Acronym Guide for Ohio State Standards for Science Grade Kindergarten:	
Earth and Space Science: ESS	Teacher Resources: Science Explorer Series
Life Science: LS	
Physical Science: PS	
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
<p>ESS: Daily and Seasonal Changes</p> <p>1. Weather changes are long-term and short-term.</p>	<p>Seasons and Weather:</p> <ul style="list-style-type: none"> • The Four Seasons • Characteristic local weather patterns during the different seasons • Daily weather changes: Temperature, using a thermometer Clouds, rainfall, rainbows, how rainfall effects condition of ground Thunderstorms: lightning, thunder, hail, safety during storms Snow and snowflakes, blizzard
<p>2. The moon, sun and stars can be observed at different times of the day or night.</p>	<p>The sun: source of light and warmth</p>
<p>LS: Physical and Behavioral Traits of Living Things</p> <p>1. Living things are different from nonliving things.</p>	<p>Plants and Plant Growth:</p> <ul style="list-style-type: none"> • What plants need to grow • Parts of a plant • Plants make their own food • Flowers and seeds • Two kinds of plants
<p>2. Living things have physical traits and behaviors, which influence their survival.</p>	<p>Animals and Their Needs:</p> <ul style="list-style-type: none"> • Animals, like plants, need food, water and space to live and grow • Plants make their own food, but animals get food from eating plants and other living things • Offspring are very much (but not exactly) like their parents • Pets have special needs and must be cared for by their owners <p>The Human Body</p> <ul style="list-style-type: none"> • The five senses and associated body parts: sight, eyes; hearing, ears; smell, nose; taste, tongue; touch, skin • Taking care of your body: exercise, cleanliness, healthy foods, rest
<p>PS: Properties of Everyday Objects and</p>	<p>Introduction to Magnetism</p>

<p>Materials</p> <p>1. Objects and materials can be sorted and described by their properties.</p>	<ul style="list-style-type: none"> • Classify materials according to whether or not they are attracted by a magnet <p>Taking Care of the Earth</p> <ul style="list-style-type: none"> • Some materials can be recycled
<p>2. Some objects and materials can be made to vibrate to produce sound.</p>	<p>Elements of Sound/Music</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of sound and music

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Kindergarten

Strand	Theme for Ohio State Standards for Social Studies Grade Kindergarten: <i>A Child's Place in Time and Space</i>	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Time can be measured. 2. Personal history can be shared through stories and pictures. 	Supplemental materials needed for this standard.
	<p>Heritage:</p> <ol style="list-style-type: none"> 3. Heritage is reflected through the arts, customs, traditions, family celebrations and language. 4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American Flag, Pledge of Allegiance and the National Anthem. 	<ul style="list-style-type: none"> • Native American Peoples, Past and Present • Early Exploration and Settlement • Independence Day, July 4 • Presidents, Past and Present • Symbols and Figures: recognize and become familiar with the significance of: American Flag Statue of Liberty Mount Rushmore The White House
Geography	<p>Spatial Thinking and Skills:</p> <ol style="list-style-type: none"> 5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. 6. Models and maps represent places. 	<ul style="list-style-type: none"> • Maps and globes: what they represent, how we use them • Overview of Seven Continents • Local Geography
	<p>Human Systems:</p> <ol style="list-style-type: none"> 7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter. 8. Individuals are unique but share common characteristics of multiple groups. 	*Covered in Science curriculum*

Government	Civic Participation and Skills: 9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	Supplemental materials needed for Government standards. Suggest study.com or BrainPopJr. websites for additional resources.
	Rules and Laws: 10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	Supplemental materials needed for Government standards. Suggest study.com or BrainPopJr. websites for additional resources.
Economics	Scarcity: 11. People have many wants and make decisions to satisfy those wants. These decisions impact others.	Supplemental materials needed for Economics standards. Suggest study.com or BrainPopJr. websites for additional resources.
	Production and Consumption: 12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.	Supplemental materials needed for Economics standards. Suggest study.com or BrainPopJr. websites for additional resources.

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment: Grade 1

Strand	<i>Common Core State Standards</i>	<i>Core Knowledge Sequence</i>
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge 1Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Acronym Guide for Common Core State Standards for ENGLISH LANGUAGE ARTS Grade 1: <i>Reading Standards for Literature: RLI</i> <i>Reading Standards for Informational Text: RII</i> <i>Reading Standards: Foundational Skills : RF1</i> <i>Writing Standards: WI</i> <i>Speaking and Listening Standards: SLI</i> <i>Language Standards: LI</i></p>		
Language Arts	<p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>A. Classroom Discussion Participate in age appropriate activities involving listening and speaking.</p>
	<p>SL1.1 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).</p>	<p>Speak clearly with volume appropriate to the setting. Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p>
	<p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not</p>	<p>Ask questions to clarify conversations, directions, exercises, and/or classroom routines.</p>

	understood.	
	<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
	SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Identify and express physical sensations, mental states, and emotions of self and others.
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	Understand and use narrative language to describe people, places, things, locations, events, actions.
	L1.6 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 Nibbles because she nibbles too much because she likes that).	Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” (see page 34).
	<p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p>	<p>B. Presentation of Ideas and Information</p> <p>Follow multi-step, oral directions.</p>

	<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Give simple directions.</p>
	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p> <p>RI1.8 Identify the reasons an author gives to support points in a text.</p> <p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Provide simple explanations.</p>
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story,</p>	<p>Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</p>

	using key details.	
	<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	**Share writing with others (L.1.29).
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p> <p>RI1.8 Identify the reasons an author gives to support points in a text.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.
	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>C. Comprehension and Discussion of Read-Alouds – All Texts</p> <p>Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.</p>
	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	Distinguish the following genres of literature: fiction, nonfiction and drama.

	<p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	<p>Grasping Specific Details and Key Ideas Describe illustrations.</p>
	<p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	<p>Sequence four to six pictures illustrating events in a read-aloud.</p>
	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p>	<p>Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.</p>
	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>Retell key details.</p>
	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Ask questions to clarify information in a read-aloud.</p>
	<p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>

	<p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	
	<p>RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>L1.4 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.</p> <ul style="list-style-type: none"> 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. <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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). 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. 	<p>Observing Craft and Structure Understand and use words and phrases heard in read-alouds.</p>
	<p>RL1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>
	<p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.3 Describe the connection between two individuals, events,</p>	<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>

	<p>ideas, or pieces of information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	
	<p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Integrating Information and Evaluating Evidence Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>
	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	<p>Use pictures accompanying the read-aloud to check and support understanding of the read- aloud.</p>
	<p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Make predictions prior to and during a read- aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>
	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Answer questions that require making interpretations, judgments, or giving opinions</p>

	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
	SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
	RL1.6 Identify who is telling the story at various points in a text.	Identify who is telling a story or providing information in a text.
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p>	<p>D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry</p> <p>Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>
	RL1.9 Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast characters from different stories.
	W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Change some story events and provide a different story ending.
	W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
	RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Distinguish fantasy from realistic text in a story.
	<p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).
	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the moral or lesson of a fable, folktale, or myth.

	<p>RI.1.6 Identify who is telling the story at various points in a text.</p>	<p>Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.</p>
	<p>RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Identify sensory language and how it is used to describe people, objects, places and events.</p>
	<p>RI.1.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use illustrations and details in a text to describe its key ideas. W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions) W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>E. Comprehension and Discussion of Read-Alouds: Non-Fiction and Informational Texts Generate questions and seek information from multiple sources to answer questions.</p>
	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.</p>
	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>With assistance, categorize and organize facts and information within a given topic.</p>

	<p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>With assistance, create and interpret timelines and lifelines related to read-alouds.</p>
	<p>**Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>SL1.5 Add drawings or other visual displays to descriptions when appropriate to task and situation.</p>
	<p>Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.</p>	<p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>II. Reading A. Print Awareness</p> <p>Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.</p> <p>Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).</p> <p>Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).</p> <p>Demonstrate correct book orientation by holding book correctly and turning pages.</p>

	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	Recognize that sentences in print are made up of separate words.
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	Understand that words are separated by spaces.
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	Distinguish letters, words, sentences, and stories.
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.</p> <p>Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.</p>
		Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
		Say the letters of the alphabet in order, either in song or recitation.
	<p>RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>B. Phonemic Awareness</p> <p>Demonstrate understanding that words are made up of sequences of sounds.</p> <p>Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.</p> <p>Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).</p>
	<p>RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>In riddle games, supply words that begin with a target phoneme.</p> <p>Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.</p> <p>Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.</p> <p>Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and</p>

		big.
	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make cat.
	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Identify the number of syllables in a spoken word.
	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	C. Phonics: Decoding and Encoding Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.	Blend individual phonemes to pronounce printed words. Understand that sometimes two or more printed letters stand for a single sound.
	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
	RF1.3 Know and apply grade-level phonics and word analysis	Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.

	<p>skills in decoding words.</p> <p>f. Read words with inflectional endings.</p> <p>L1.4 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.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	
	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.</p>
		<p>Sort and classify words according to the spelling used to represent a specific phoneme.</p>
	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p> <p>Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.</p>
	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Read at least 30 words generally identified as high frequency words.</p>
	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Consonant Sounds and Spellings Taught in 1st Grade</p> <p>/b/ spelled 'b' as in boy, 'bb'; as in tubby</p> <p>/d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled</p> <p>/f/ spelled 'f' as in fun, 'ff' as in stuff</p> <p>/g/ spelled 'g' as in get, 'gg' as in egg</p> <p>/h/ spelled 'h' as in him</p> <p>/j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe</p> <p>/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin</p> <p>/l/ spelled 'l' as in lip, 'll' as in sell</p>

		<p>/m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist /s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse /t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked /v/ spelled 'v' as in vet, 've' as in twelve /w/ spelled 'w' as in wet, 'wh' as in when /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p>
	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the sound-spelling correspondences for common consonant digraphs.</p>	<p>/ch/ spelled 'ch' as in chop, 'tch' as in itch /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>
	<p>RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Vowel Sounds and Spellings Taught in 1st Grade /a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but</p>
	<p>RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for</p>	<p>/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow</p>

	representing long vowel sounds.	/ue/ spelled 'u_e' as in cute
	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	/aw/ spelled 'aw' as in paw /oo/ spelled 'oo' as in look, /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout /oi/ spelled 'oi' as in oil /er/ spelled 'er' as in her /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for
	RI1.10 With prompting and support, read informational texts appropriately complex for grade 1. RF1.4 Read with sufficient accuracy and fluency to support comprehension.	D. Oral Reading and Fluency Read decodable stories that incorporate the specific code knowledge that has been taught.
	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
	RF1.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Demonstrate understanding of and use commas and end punctuation while reading orally.
	RF1.4 Read with sufficient accuracy and fluency to support comprehension.	Read aloud, alone, or with a partner at least 15 minutes each day.
	RF1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	E. Reading Comprehension – All Texts Demonstrate understanding of completely decodable text after reading independently

	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	<p>Grasping Specific Details and Key Ideas Sequence four to six pictures illustrating events from a text that has been read independently.</p>
	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p>	<p>Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.</p>
	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.8 Identify the reasons an author gives to support points in a text.</p>	<p>Retell key details from a text that has been read independently.</p>
	<p>RL1.1 Ask and answer questions about key details in a text.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p>	<p>Ask questions to clarify information about a text that has been read independently.</p>
	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.</p>
	<p>RI1.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Observing Craft and Structure Identify basic text features and what they mean, including title, table of contents, and chapters.</p>
	<p>RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>L1.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Understand and use words and phrases from a text that has been read independently.</p>

	<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p> <p>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.</p>	
	<p>RI.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast similarities and differences within a single text or between multiple texts read independently.</p>
	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	<p>Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.</p>
	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Integrating Information and Evaluating Evidence Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>
	<p>RI.1 Ask and answer questions about key details in a text.</p> <p>RI.2 Retell stories, including key details, and demonstrate</p>	<p>Use pictures accompanying the written text to check and support understanding.</p>

	<p>understanding of their central message or lesson.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	
	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>
	<p>WI.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>RI.1.6 Identify who is telling the story at various points in a text.</p>	<p>Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.</p>
		<p>Identify who is telling a story or providing information in a text.</p>
		<p>Identify temporal words that link and sequence events, i.e., first, next, then, etc.</p>
	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Identify words that link ideas, i.e., for example, also, in addition.</p>
	<p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>F. Reading Comprehension- Fiction, Drama, and Poetry Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>
	<p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Compare and contrast characters from different stories.</p>

		Change some story events and provide a different story ending.
	RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Distinguish fantasy from realistic text in a story.
	RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.	**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).
	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the moral or lesson of a fable, folktale, or myth.
	RL1.6 Identify who is telling the story at various points in a text.	Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
	RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify sensory language and how it is used to describe people, objects, places and events.
	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in a story, using key details. RI1.2 Identify the main topic and retell key details of a text. RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	G. Reading Comprehension – Non-Fiction and Informational Texts With assistance, create and interpret timelines and lifelines related to text read independently.
	RI1.7 Use illustrations and details in a text to describe its key ideas.	Distinguish text that describes events that happened long ago from text that describes contemporary or current events.
	W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	III. Writing Writing to Reflect Audience, Purpose, and Task Add details to writing.
	W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Begin to use tools, including technology, to plan, draft, and edit writing.
	W1.7 Participate in shared research and writing projects (e.g., explore	Conducting Research

	<p>a number of “how-to” books and use them to write a sequence of instructions)</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	Gather information from experiences or provided text sources.
	<p>RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>A. Narrative Writing Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>
		Write a descriptive paragraph using sensory language.
	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	Create a title and an ending that are relevant to the narrative.
	<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>B. Informative/Explanatory Writing Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).</p>
	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>C. Persuasive Writing (Opinion) Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word because.</p>
	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	Create a title that is relevant to the topic or subject of the text.
	<p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	If writing about a specific book or read-aloud, refer to the content of the text.
	<p>L1.1 Demonstrate command of the conventions of standard</p>	IV. Language Conventions

	English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	Form letters, words, phrases and sentences to communicate thoughts and ideas.
	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Apply basic spelling conventions.
		Use basic capitalization and punctuation in sentences to convey meaning.
	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	A. Handwriting and Spelling Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower- case forms.
		Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write ate for eight, boi for boy, fone for phone.
	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Write words, phrases, and sentences from dictation, applying phonics knowledge.
	L1.4 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. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 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.	Identify and use synonyms and antonyms.
	L1.1 Demonstrate command of the conventions of standard	B. Parts of speech and Sentence Structure

	<p>English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Use common, proper, and possessive nouns. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). h. Use determiners (e.g. articles, demonstratives) 	<p>Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.</p>
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 	<p>Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.</p>
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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). 	<p>Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.</p>
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> f. Use frequently occurring adjectives. 	<p>Recognize, identify, and use adjectives orally, in written text, and in own writing.</p>
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.</p>
	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.</p>
	<p>W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions)</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Produce and expand complete sentences orally and in shared writing exercises.</p>

	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<p>C. Capitalization and Punctuation Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week.</p>
	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences.</p>	<p>Identify and use end punctuation, including periods, question marks, and exclamation points.</p>
	<p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas in dates and to separate single words in a series.</p>	<p>Use commas appropriately in greetings and closings of letters, dates, and items in a series.</p>
		<p>Write a simple friendly letter.</p>
	<p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Use apostrophes to create contractions and indicate possession, i.e., cat's meow.</p>
	<p>L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Use quotation marks appropriately to designate direct speech.</p>
	<p>RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>V. Poetry* Hope (Langston Hughes) I Know All the Sounds the Animals Make (Jack Prelutsky)</p>

		<p>My Shadow (Robert Louis Stevenson) The Owl and the Pussycat (Edward Lear) The Pasture (Robert Frost) The Purple Cow (Gelett Burgess) Rope Rhyme (Eloise Greenfield) Sing a Song of People (Lois Lenski) Solomon Grundy (traditional) The Swing (Robert Louis Stevenson) Table Manners [also known as “The Goops”] (Gelett Burgess) Thanksgiving Day [“Over the river and through the wood”] (Lydia Maria Child) Washington (Nancy Byrd Turner) Wynken, Blynken, and Nod (Eugene Field)</p>
		<p>VI. Fiction A. Stories*</p> <p>The Boy at the Dike (folktale from Holland) The Frog Prince Hansel and Gretel selections from The House at Pooh Corner (A. A.Milne) How Anansi Got Stories from the Sky God (folktale from West Africa) It Could Always Be Worse (Yiddish folktale) Jack and the Beanstalk The Knee-High Man (African-American folktale) Medio Pollito (Hispanic folktale) The Pied Piper of Hamelin Pinocchio The Princess and the Pea Puss-in-Boots Rapunzel Rumpelstiltskin Sleeping Beauty The Tale of Peter Rabbit (Beatrix Potter) Tales of Br’er Rabbit (recommended tales: Br’er Rabbit Gets Br’er Fox’s Dinner; Br’er Rabbit Tricks Br’er Bear; Br’er Rabbit and the Tar Baby) Why the Owl Has Big Eyes (Native American legend)</p>

		<p>B. Aesop’s Fables*</p> <p>The Boy Who Cried Wolf The Dog in the Manger The Wolf in Sheep’s Clothing The Maid and the Milk Pail The Fox and the Grapes The Goose and the Golden Eggs</p>
		<p>C. Different Lands, Similar Stories*</p> <p>Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)</p>
		<p>D. Literary Terms</p>
		<p>Characters, heroes, and heroines</p>
		<p>Drama actors and actresses costumes, scenery and props theater, stage, audience</p>
	<p>RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L1.6 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).</p>	<p>VII. Sayings and Phrases</p> <p>A.M. and P.M. An apple a day keeps the doctor away. Do unto others as you would have them do unto you. [also in Kindergarten] Fish out of water Hit the nail on the head. If at first you don’t succeed, try, try again. Land of Nod Let the cat out of the bag. The more the merrier.</p>

		<p>Never leave till tomorrow what you can do today. Practice makes perfect. [also in Kindergarten] Sour grapes There's no place like home.. Wolf in sheep's clothing</p>
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade 1 Language Art Objectives for Listening and Learning</p>		

Grade 1 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		1.OA
Represent and solve problems involving addition and subtraction.		
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.	TB-A: 27–38, 42–50, 70–74 WB-A: 25–32, 34–36, 43–51, 64–66, 101–113, 120, 127, 129–131, 183, 185–186 TB-B: 7–15 WB-B: 13–18, 71, 197–199
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.	TB-B: 44–45 WB-B: 63–64, 66
Understand and apply properties of operations and the relationship between addition and subtraction.		
3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.	TB-A: 32, 50, 70–74 WB-A: 32–33, 40, 47–48, 53–54, 102–106, 108–113, 116–122 TB-B: 44–45

	(Associative property of addition.)	WB-B: 63-65
4	Understand subtraction as an unknown- addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	TB-A: 24-25, 38, 66 WB-A: 20-24, 107, 110
Add and subtract within 20.		
5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	TB-A: 35-37, 51-53, 75 WB-A: 36-39, 57-58, 114-115 TB-B: 46-47
6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	TB-A: 35-37, 40, 50-52, 55, 70-78 WB-A: 36-39, 53-55, 57-58, 81, 101-115, 120
Work with addition and subtraction equations.		
7	Understand the meaning of the equal sign, and determine if equations involving	TB-A: 27 WB-A: 86, 119

	addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	
8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	TB-A: 38, 66 WB-A: 107, 110
Number and Operations in Base Ten 1.NBT		
Extend the counting sequence.		
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.	TB-B: 22, 25, 28, 85-87, 91-93 WB-B: 30, 37-38, 68, 134-135, 142, 147-149 (Numbers to 100 only)
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.”	TB-A: 25, 62-66 WB-A: 23-24, 89-92
b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	TB-A: 62-66, 70-72 WB-A: 89-92, 94-95, 189-190
c	The numbers 10, 20, 30, 40, 50, 60, 70,	TB-A: 63

	80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	TB-B: 22-23, 25, 35, 76-79, 85 WB-B: 130-132
3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	TB-B: 29, 89-90 WB-B: 39, 150-152
Use place value understanding and properties of operations to add and subtract.		
4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	TB-A: 70-73, 76 WB-A: 102-107 TB-B: 34-35, 38-41, 82, 85, 87-88, 92-99 WB-B: 42, 44-57, 139-140, 147, 149, 153-166
5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	TB-B: 34-35, 38, 85, 87-88 WB-B: 42-44, 47-48, 144-149, 217
6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using	TB-B: 38 WB-B: 171-174

	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.	
Measurement and Data 1.MD		
Measure lengths indirectly and by iterating length units.		
1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	TB-A: 91-94 WB-A: 151-153, 195
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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	TB-A: 95-96 WB-A: 154-156, 196
Tell and write time.		
3	Tell and write time in hours and half-hours using analog and digital clocks.	TB-B: 68-72 WB-B: 115-122, 225
Geometry 1.G		
Reason with shapes and their attributes.		
1	Distinguish between defining attributes	TB-A: 83-90

	(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.	WB-A: 132–135, 137, 141–148, 193
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.	TB-A: 89–90 WB-A: 149, 194 WB-B: 224
3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	TB-B: 66–67 WB-B: 109–114, 223

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 1

Acronym Guide for Ohio State Standards for Science First Grade: Earth and Space Science: ESS Life Science: LS Physical Science: PS		Teacher Resources: Science Explorer Series
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>	
ESS: Sun, Energy and Weather 1. The sun is the principal source of energy.	Astronomy: <ul style="list-style-type: none"> • Sun: source of energy, light, heat 	
2. The physical properties of water can change.	Matter: <ul style="list-style-type: none"> • Water as an example of changing states of matter of a single substance. 	
LS: Basic Needs of Living Things 1. Living things have basic needs, which are met by obtaining materials from the physical environment.	Living Things and Their Environments: <ul style="list-style-type: none"> • Habitats • The food chain or food web 	
2. Living things survive only in environments that meet their needs.	Living Things and Their Environments: <ul style="list-style-type: none"> • Habitats • Living things live in environments to which they are particularly suited 	
PS: Motion and Materials 1. Properties of objects and materials can change.	Matter: <ul style="list-style-type: none"> • Basic concepts of atoms • Names and common examples of three states of matter: solid, liquid, gas. Properties of Matter:	
2. Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	Astronomy: <ul style="list-style-type: none"> • The earth revolves; one rotation takes one day *Supplemental materials needed for motion standard.	

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 1

Strand	Theme for Ohio State Standards for Social Studies Grade 1: <i>Families Now and Long Ago, Near and Far</i>	
	Teacher Resources: <i>The Story of the World, Vol. 1 Ancient Times</i> By Susan Wise Bauer <i>A History of the United States and Its People</i> By Edward Eggleston <i>A History of US, Book 1: The First Americans</i> By Joy Hakim	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	Historical Thinking and Skills: 1. Time can be divided into categories (e.g. months of the year, past, present and future). 2. Photographs, letters, artifacts and books can be used to learn about the past.	Early World Civilizations Early People and Civilizations Modern Civilization and Culture
	Heritage: 3. The way basic human needs are met has changed over time.	Early World Civilizations Early People and Civilizations <ul style="list-style-type: none"> • The earliest people: hunters and nomads • From hunting to farming • Early American Civilizations Modern Civilization and Culture
Geography	Spatial Thinking and Skills: 4. Maps can be used to locate and identify places.	Geography: Spatial Sense: <ul style="list-style-type: none"> • Name your continent, country, state and community • Understand map keys, legends and symbols • Understand North, South, East and West on a map • Identify major oceans

		<ul style="list-style-type: none"> Identify seven continents
	<p>Places and Regions:</p> <p>5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p>Geography: Geographical Terms and Features: peninsula, harbor, bay, Island Early Exploration and Settlement</p>
	<p>Human Systems:</p> <p>6. Families interact with the physical environment differently in different times and places.</p> <p>7. Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p>Modern Civilization and Culture: Mexico</p>
Government	<p>Civic Participation and Skills:</p> <p>8. Individuals are accountable for their actions.</p> <p>9. Collaboration requires group members to respect the rights and opinions of others.</p>	<p>Supplemental materials needed for government standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Rules and Laws:</p> <p>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p>Supplemental materials needed for government standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
Economics	<p>Scarcity:</p> <p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything want.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Production and Consumption:</p> <p>12. People produce and consume goods and services in the community.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Markets:</p> <p>13. People trade to obtain goods and services they want.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>

		resources.
	Financial Literacy: 14. Currency is used as a means of economic exchange.	Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.

Northwest Ohio Classical Academy- Ohio Learning Standards Alignment: Grade 2

Strand	Ohio Learning Standards	Core Knowledge Sequence
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Acronym Guide for Common Core State Standards for ENGLISH LANGUAGE ARTS Grade 2: Reading Standards for Literature: RL2 Reading Standards for Informational Text: RI2 Reading Standards: Foundational Skills: RF2 Writing Standards: W2 Speaking and Listening Standards: SL2 Language Standards: L2</p>		
<p>Language Arts</p>	<p>SL2.1 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.</p>	<p>I. Listening and Speaking A. Classroom Discussion Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.</p>

	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p>	<p>Speak clearly with volume appropriate to the setting.</p>
	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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)</p>	<p>Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p>
	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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)</p>	<p>Ask questions to clarify conversations, directions, exercises, and/or classroom routines.</p>
	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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)</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL2.6 Produce complete sentences when appropriate to</p>	<p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.</p>

	<p>task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.</p>
		<p>Identify and express physical sensations, mental states, and emotions of self and others.</p>
		<p>Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).</p>
	<p>SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Understand and use narrative language to describe people, places, things, locations, events, actions.</p>
	<p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never” (see page 60).</p>

	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p>	<p>B. Presentation of Ideas and Information Follow multi-step, oral directions.</p>
	<p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL2.6 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 on pages 26 and 27 for specific expectations.)</p> <p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Give simple directions.</p>
	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.7 Explain how specific images (e.g., a diagram</p>	<p>Provide simple explanations.</p>

	<p>showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 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 on pages 26 and 27 for specific expectations.)</p>	
	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</p>
	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in</p>	<p>Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have</p>

	<p>coherent sentences.</p> <p>SL3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.</p>
	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.10 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.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p>	<p>C. Comprehension and Discussion of Read-Alouds – All Texts Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.</p>
	<p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3</p>	<p>Distinguish the following genres of literature: fiction, nonfiction and drama.</p>

	<p>text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
	<p>RI.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p> <p>RI.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a understanding of its characters, setting, or plot.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. character or setting).</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Grasping Specific Details and Key Ideas Describe illustrations.</p> <p>Core Knowledge Sequence GRADE 2 Common Core State Standards covered at CK Grade Level Common Core State Standards covered above or below CK Grade Level</p>
	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.</p> <p>RI.2.1 Ask and answer such questions as who, what,</p>	<p>Sequence four to six pictures illustrating events in a read aloud.</p>

	<p>where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	Retell key details.
	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	Summarize in one's own words selected parts of a read-aloud.
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with</p>	Ask questions to clarify information in a read aloud.

	<p>diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 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.</p>	
	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>
	<p>RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L2.4 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.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Observing Craft and Structure Understand and use words and phrases heard in read-alouds.</p>
	<p>RL2.9 Compare and contrast two or more versions of the</p>	<p>Compare and contrast similarities and differences within a single</p>

	<p>same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RL4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>read-aloud or between two or more read-alouds.</p>
	<p>RI2.10 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.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>

	<p>RI.2.10 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.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Integrating Information and Evaluating Evidence Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Use pictures accompanying the read-aloud to check and support understanding of the read aloud.</p>
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Use pictures accompanying the read-aloud to check and support understanding of the read aloud.</p>

	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
	<p>RI2.10 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.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Make predictions prior to and during a readaloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>
	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L2.1 Demonstrate command of the conventions of</p>	<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.</p>

	<p>standard English grammar and usage when writing or speaking.</p> <p>RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	
	<p>SL2.3 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.</p>	<p>Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.</p>
	<p>RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Identify who is telling a story or providing information in a text.</p>
	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry</p> <p>Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.</p>
	<p>RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL3.9 Compare and contrast the themes, settings, and</p>	<p>Compare and contrast characters from different stories.</p>

	plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
	W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Change some story events and provide a different story ending. Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
	RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Distinguish fantasy from realistic text in a story.
	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the moral or lesson of a fable, folktale, or myth.
	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identify repetitions in phrases, refrains, or sounds in poems or songs.

	<p>RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Identify sensory language and how it is used to describe people, objects, places and events.</p>
	<p>RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Describe the use of rhyme, rhythm and sensory images used in poetry.</p>
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.5 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.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>E. Comprehension and Discussion of Read-Alouds – Non-Fiction and Informational Text</p> <p>Generate questions and seek information from multiple sources to answer questions.</p>
	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.2 Recount or describe key ideas or details from a text</p>	<p>Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.</p>

	read aloud or information presented orally or through other media.	
	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in text.</p> <p>RI.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information.</p>	With assistance, categorize and organize facts and information within a given topic.
	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	With assistance, create and interpret timelines and lifelines related to read-alouds.

	RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
	RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Interpret information presented in diagrams, charts, graphs, etc.
	RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.
	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	II. Reading A. Phonics: Decoding and Encoding Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes.	Blend individual phonemes to pronounce printed words.
	RF2.3 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	Understand that sometimes two or more printed letters stand for a single sound.

	<p>additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p>Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.</p>
	<p>L2.4 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.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.</p>
	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.</p>
		<p>Sort and classify words according to the spelling used to represent a specific phoneme.</p>
	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>
	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.</p>

	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	<p>Consonant Sounds and Spellings Taught in Second Grade</p> <p>/b/ spelled 'b' as in boy, 'bb', as in tubby</p> <p>/d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled</p> <p>/f/ spelled 'f' as in fun, 'ff' as in stuff</p> <p>/g/ spelled 'g' as in get, 'gg' as in egg</p> <p>/h/ spelled 'h' as in him</p> <p>/j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe</p> <p>/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin</p> <p>/l/ spelled 'l' as in lip, 'll' as in sell</p> <p>/m/ spelled 'm' as in mad, 'mm' as in hammer</p> <p>/n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock</p> <p>/p/ spelled 'p' as in pet, 'pp' as in happy</p> <p>/r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist</p> <p>/s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse</p> <p>/t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked</p> <p>/v/ spelled 'v' as in vet, 've' as in twelve</p> <p>/w/ spelled 'w' as in wet, 'wh' as in when</p> <p>/x/ spelled 'x' as in tax</p> <p>/y/ spelled 'y' as in yes</p> <p>/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p> <p>/ch/ spelled 'ch' as in chop, 'tch' as in itch</p> <p>/sh/ spelled 'sh' as in ship</p> <p>/th/ spelled 'th' as in thin</p>
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		<p>/th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>
	<p>RF2.3 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.</p>	<p>Vowel Sounds and Spellings Taught in Second Grade /a/ spelled 'a' as in cat /e/ spelled 'e' as in get, 'ea' as in head /i/ spelled 'i' as in hit, 'y' as in myth /o/ spelled 'o' as in hot, 'a' as in wall /u/ spelled 'u' as in but, 'o' as in son</p>
	<p>RF2.3 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.</p>	<p>/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow /ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue</p>
	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>/aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought /oo/ spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new, 'u_e' as in tune /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout, 'ow' as in now /oi/ spelled 'oi' as in oil, 'oy' as in toy /er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in</p>

		<p>bird, ‘ar’ as in dollar /ar/ spelled ‘ar’ as in car /or/ spelled ‘or’ as in for, ‘ore’ as in more, ‘our’ as in four, ‘oor’ as in door Schwa spelled ‘a’ as in about /shun/ spelled ‘tion’ as in mention</p>
	<p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>B. Oral Reading and Fluency Read decodable stories that incorporate the specific code knowledge that has been taught.</p>
	<p>RF2.4 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. RF3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word</p>	<p>Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).</p>

	<p>recognition and understanding, rereading as necessary.</p> <p>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	
	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L2.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

	<p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Demonstrate understanding of and use commas and end punctuation while reading orally.</p>
	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Read aloud, alone, or with a partner at least 20 minutes each day.</p>
	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>C. Reading Comprehension – All Texts Demonstrate understanding of text—the majority of which is decodable—after independent reading.</p>

	a. Read on-level text with purpose and understanding	
	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Grasping Specific Details and Key Ideas Sequence four to six pictures illustrating events from a text that has been read independently.
	RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
	RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI2.8 Describe how reasons support specific points the author makes in a text.	Retell key details from a text that has been read independently.
	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Summarize in one's own words selected parts of a text.
	RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.1 Ask and answer such questions as who, what,	Ask questions to clarify information about a text that has been read independently.

	where, when, why, and how to demonstrate understanding of key details in a text.	
	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges</p>	Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
	<p>RI.2.5 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.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Observing Craft and Structure Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.</p>
	<p>RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L.2.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use a known root word as a clue to the meaning of</p>	Understand and use words and phrases from a text that has been read independently.

	<p>an unknown word with the same root (e.g., addition, additional).</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	
	<p>RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RL5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Compare and contrast similarities and differences within a single text or between multiple texts read independently.</p>

	<p>RI.2.10 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.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently</p>
	<p>RI.2.10 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.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Integrating Information and Evaluating Evidence Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>
	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Use pictures accompanying the written text to check and support understanding.</p>
	<p>RI.2.10 By the end of the year, read and comprehend</p>	<p>Make predictions prior to and while reading, based on the title,</p>

	<p>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.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>
	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.</p>
	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Interpret information that is read independently and then ask questions to clarify this information.</p>

	RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify who is telling a story or providing information in a text.
	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Identify temporal words that link and sequence events, i.e., first, next, then, etc.
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify words that link ideas, i.e., for example, also, in addition.
	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	D. Reading Comprehension – Fiction, Drama, and Poetry Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
	RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast characters from different stories.
	RI.2.3 Describe how characters in a story respond to major events and challenges. RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
		Change some story events and provide a different story ending.

	RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Distinguish fantasy from realistic text in a story.
	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the moral or lesson of a fable, folktale, or myth.
	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Identify sensory language and how it is used to describe people, objects, places, and events. RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identify repetitions in phrases, refrains, or sounds in poems or songs.
	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Describe the use of rhyme, rhythm and sensory images used in poetry.
	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	E. Reading Comprehension – Non-Fiction and Informational Text Generate questions and seek information from multiple sources to answer questions.
	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.10 By the end of year, read and comprehend	Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.

	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.	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Interpret information presented in diagrams, charts, graphs, etc.
	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	With assistance, categorize and organize facts and information for a given topic.
	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of</p>	With assistance, create and interpret timelines and lifelines related to text read independently.

	historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Distinguish text that describes events that happened long ago from text that describes contemporary or current events.
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	III. Writing Writing to Reflect Audience, Purpose, and Task Add details to writing.
	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	Begin to use tools, including technology, to plan, draft, and edit writing.
	W.2.7 Participate in shared research and writing projects	Conducting Research

	<p>(e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Gather information from experiences or provided text sources.</p>
	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>A. Narrative Writing</p> <p>Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.</p>
	<p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Write a personal narrative.</p>
	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense</p>	<p>Create a title and an ending that are relevant to the narrative.</p>

	of closure.	
	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>B. Informative/Explanatory Writing Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).</p>
	<p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	Group similar information into paragraphs.
	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	Use linking words such as also, another, and, etc. to connect ideas within a paragraph.
	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>RI3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>C. Persuasive Writing (Opinion) Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion. Use words to link opinions with reasons or supporting details, such as because, also, another.</p>
	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking</p>	Create a title that is relevant to the topic or subject of the text.

	words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	If writing about a specific book or read-aloud, refer to the content of the text.
	L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	IV. Language Conventions Form sentences and paragraphs to communicate thoughts and ideas.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Apply basic spelling conventions.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	Use basic capitalization and punctuation in sentences to convey meaning.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spelling Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Write words, phrases, and sentences from dictation, applying phonics knowledge.
		Alphabetize words to the second letter.

	<p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L2.4 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.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.</p>
	<p>L2.4 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.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Identify and use synonyms, antonyms, homophones, and compound words.</p>
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>B. Parts of Speech and Sentence Structure Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.</p>
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Recognize, identify and use correct nounpronoun agreement orally, in written text and in own writing.</p>

	<p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p>	
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p>	Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	Recognize, identify, and use adjectives orally, in written text, and in own writing. Recognize, identify, and use adverbs orally, in written text, and in own writing.
		Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
		Recognize, identify, and use statements,

		questions, and exclamations orally, in written text, and in own writing.
	L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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).	Recognize, identify, and use complete simple and compound sentences.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	C. Capitalization and Punctuation Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Identify and use end punctuation, including periods, question marks, and exclamation points.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters.	Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
		Write a simple friendly letter.
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Use apostrophes to create contractions and indicate possession, i.e., cat's meow.

	c. Use an apostrophe to form contractions and frequently occurring possessives.	
	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Use quotation marks appropriately to designate direct speech.
	RL2.10 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. *Specifically listed in CCSS (Grade 3)	V. Poetry* Bed in Summer (Robert Louis Stevenson) Bee! I'm expecting you (Emily Dickinson) Buffalo Dusk (Carl Sandburg) Caterpillars (Aileen Fisher) Discovery (Harry Behn) Harriet Tubman (Eloise Greenfield) Hurt No Living Thing (Christina Rossetti) Lincoln (Nancy Byrd Turner) The Night Before Christmas (Clement Clarke Moore) Rudolph Is Tired of the City (Gwendolyn Brooks) Seashell (Federico Garcia Lorca) Smart (Shel Silverstein) Something Told the Wild Geese (Rachel Field) There Was an Old Man with a Beard (Edward Lear) Who Has Seen the Wind? (Christina Rossetti) Windy Nights (Robert Louis Stevenson)
	RL2.10 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. *Specifically listed in CCSS (Grade 3)	VI. Fiction A. Stories* Beauty and the Beast The Blind Men and the Elephant (a fable from India) A Christmas Carol (Charles Dickens)

		<p>Charlotte’s Web (E. B. White) The Emperor’s New Clothes (Hans Christian Andersen) The Fisherman and His Wife (Brothers Grimm) How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling) Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder) The Magic Paintbrush (a Chinese folktale) El Pajaro Cu (a Hispanic folktale) selections from Peter Pan (James M. Barrie) Talk (a West African folktale) The Tiger, the Brahman, and the Jackal (a folktale from India) The Tongue-Cut Sparrow (a folktale from Japan)</p>
		<p>B. Mythology of Ancient Greece* Gods of Ancient Greece and Rome Zeus (Jupiter) Hera (Juno) Apollo (Apollo) Artemis (Diana) Poseidon (Neptune) Aphrodite (Venus) Demeter (Ceres) Ares (Mars) Hermes (Mercury) Athena (Minerva) Hephaestus (Vulcan) Dionysus (Bacchus)</p>

		Eros (Cupid) Hades (Pluto)
		Mount Olympus: home of the gods
		Mythological creatures and characters Atlas (holding the world on his shoulders) centaurs Cerberus Pegasus Pan
	RL.2.10 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.	Greek Myths Prometheus (how he brought fire from the gods to men) Pandora’s Box Oedipus and the Sphinx Theseus and the Minotaur Daedalus and Icarus Arachne the Weaver Swift-footed Atalanta Demeter and Persephone Hercules (Heracles) and the Labors of Hercules
	RL.2.10 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. D. Literary Terms	C. American Folk Heroes and Tall Tales* Paul Bunyan Johnny Appleseed John Henry Pecos Bill Casey Jones
		D. Literary Terms myth

		tall tale
		limerick
	<p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>VII. Sayings and Phrases</p> <p>Back to the drawing board</p> <p>Better late than never</p> <p>Cold feet</p> <p>Don't cry over spilled milk.</p> <p>Don't judge a book by its cover.</p> <p>Easier said than done</p> <p>Eaten out of house and home</p> <p>Get a taste of your own medicine</p> <p>Get up on the wrong side of the bed</p> <p>In hot water</p> <p>Keep your fingers crossed.</p> <p>Practice what you preach.</p> <p>The real McCoy</p> <p>Two heads are better than one.</p> <p>Turn over a new leaf</p> <p>Where there's a will there's a way.</p> <p>You can't teach an old dog new tricks.</p>
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Grade 2 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		2.OA
Represent and solve problems involving addition and subtraction.		
1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	TB–A: 24–31, 43–46, 55–56, 58, 89, 101–102 WB–A: 31–32, 36–37, 45, 81, 86, 174 TB–B: 8–12, 100, 137 WB–B: 114
Add and subtract within 20.		
2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers.	TB–A: 24–27 WB–A: 31–33 TB–B: 8–9
Work with equal groups of objects to gain foundations for multiplication.		
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.	TB–A: 105–107 WB–A: 115–116 WB–B: 143 See Grade 3: TB–A: 97
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	TB–A: 90, 92 WB–A: 96, 99

	total as a sum of equal addends.	
Number and Operations in Base Ten		2.NBT
Understand place value.		
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:	TB–A: 35–37, 51–53, 75 WB–A: 36–39, 57–58, 114–115 TB–B: 46–47
a	100 can be thought of as a bundle of ten tens — called a “hundred.”	TB–A: 13–15 WB–A: 15, 17, 24
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).	TB–A: 13, 15
2	Count within 1000; skip-count by 5s, 10s, and 100s.	TB–A: 9, 13–16 WB–A: 7–8, 12, 15, 17 TB–B: 30–31, 34 WB–B: 43, 49, 143
3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	TB–A: 8–19, 23 WB–A: 9–11, 15–23, 25, 28–29, 87
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.	TB–A: 20–21, 23 WB–A: 24–25, 29
Use place value understanding and properties of operations to add and subtract.		
5	Fluently add and subtract within 100 using	TB–A: 24–31

	strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	WB-A: 31–37 TB-B: 8–13 WB-B: 7–12, 18–19
6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	TB-A: 24–26, 28–29, 31, 33 WB-A: 9, 14, 31, 34, 36–38, 47 TB-B: 8, 10–16 WB-B: 7–9, 12, 15–16, 23 (Adding up to 3 numbers, including 3-digit numbers)
7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	TB-A: 24–57 WB-A: 31–67 TB-B: 8–20 WB-B: 7–25
8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	TB-A: 12, 22–23, 74–75, 126 WB-A: 12–14, 26–27, 30 TB-B: 14–19 WB-B: 15–25

9	Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects.)	TB–A: 24–37, 39–45, 47–54 WB–A: 32, 36, 38, 42 TB–B: 8–20 WB–B: 7
Measurement and Data		2.MD
Measure and estimate lengths in standard units.		
1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	TB–A: 61–62, 65–75 WB–A: 73–75, 78, 80
2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	TB–A: 59–60, 71, 73, 126 WB–A: 72, 186
3	Estimate lengths using units of inches, feet, centimeters, and meters.	TB–A: 63, 67 WB–A: 75–78
4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	TB–A: 64–65, 68, 72 WB–A: 74, 76, 78
Relate addition and subtraction to length.		
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.	TB–A: 64–65, 68, 74–75, 101, 125–126 WB–A: 88, 91, 174 WB–B: 90
6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced	TB–B: 108–110 WB–A: 157, 159–160

	points corresponding to the numbers 0, 1, 2, ..., and represent whole- number sums and differences within 100 on a number line diagram.	See Grade 1: TB–A: 16–17, 51–53
Work with time and money.		
7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m	TB–B: 76–79 WB–B: 115–121
8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	TB–B: 45–48 WB–B: 67, 72–74
Represent and interpret data.		
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.	TB–A: 60, 63, 67, 69
10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	TB–B: 101–102 WB–B: 149 See Grade 1: TB–B: 16–21 WB–B: 19–29
Geometry		2.G
Reason with shapes and their attributes.		
1	Recognize and draw shapes having specified	TB–B: 116–119, 125–

	attributes, such as a given number of angles or a given number of equal faces (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	126 WB-B: 168–173, 181–182
2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	See Grade 3: TB-B: 139–144 WB-B: 163–166
3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.	TB-B: 62–64 WB-B: 92–93

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 2

Acronym Guide for Ohio State Standards for Science Grade 2: Earth and Space Science: ESS Life Science: LS Physical Science: PS		Teacher Resources: Science Explorer Series
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>	
ESS: The Atmosphere 1. The atmosphere is made up of air.	The Water Cycle	
2. Water is present in the air.	The Water Cycle	
3. Long- and short-term weather changes occur due to changes in energy.	Cycles in Nature <ul style="list-style-type: none"> • Seasonal cycles 	
LS: Interactions within Habitats 1. Living things cause changes on Earth.	Life Cycles Insects	
2. Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.	Life Cycles Insects	
PS: Changes in Motion 1. Forces change the motion of an object.	Simple Machines	

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 2

Strand	Theme for Ohio State Standards for Social Studies Grade 2: <i>People Working Together</i>	
	Teacher Resources: <i>The Story of the World, Vol. 1</i> – Susan Wise Bauer <i>A History of the United States and Its People</i> by Edward Eggleston <i>A History of US, Book 6: War, Terrible War</i> by Joy Hakim	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	Historical Thinking and Skills: 1. Time can be shown geographically on calendars and timelines. 2. Change over time can be shown with artifacts, maps, and photographs.	Early Asian Civilizations The Ancient Greek Civilization
	Heritage: 3. Science and technology have changed daily life. 4. Biographies can show how peoples’ actions have shaped the world in which we live.	The Ancient Greek Civilization China Modern Japanese Civilization Westward Expansion <ul style="list-style-type: none"> • New means of travel
Geography	Spatial Thinking and Skills: 5. Maps and their symbols can be interpreted to answer questions about location of places.	Maps: <ul style="list-style-type: none"> • Spatial Sense • Geographical terms and features
	Places and Regions:	Early Asian Civilizations <ul style="list-style-type: none"> • Geography of Asia

	<p>6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	<ul style="list-style-type: none"> • India • China <p>Modern Japanese Civilization</p>
	<p>Human Systems:</p> <p>7. Human activities alter the physical environment, both positively and negatively.</p> <p>8. Cultures develop in unique ways, in part through the influence of physical environment.</p> <p>9. Interactions among cultures lead to sharing ways of life.</p>	<p>The Westward Expansion Native Americans & Pioneers Early Asian Civilizations The Ancient Greek Civilization</p>
Government	<p>Civic Participation and Skills:</p> <p>10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.</p> <p>11. Groups are accountable for choices they make and actions they take.</p>	<p>The Civil War Controversy over slavery American Government: The Constitution Citizenship – what it means to be a citizen 19th Amendment Civil Rights</p>
	<p>Rules and Laws:</p> <p>12. There are different rules that govern behavior in different settings.</p>	<p>The Constitution The Emancipation Proclamation Citizenship</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>13. Information displayed on bar graphs can be used to compare quantities.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Scarcity:</p> <p>14. Resources can be used in various ways.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Production and Consumption:</p> <p>15. Most people around the world work in jobs in which they produce specific goods and services.</p>	<p>Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.</p>
	<p>Markets:</p>	<p>Supplemental materials needed for economic standards.</p>

	16. People use money to buy and sell goods and services.	Suggest study.com or BrainPopJr. websites for additional resources.
	Financial Literacy: 17. People earn income by working.	Supplemental materials needed for economic standards. Suggest study.com or BrainPopJr. websites for additional resources.

	<p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	
	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.</p>

	<p>SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding In light of the discussion.</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing</p>	
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<p>inferences from the text.</p>	
<p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. 	<p>Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.</p>
<p>RI3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Know how to use a table of contents and index to locate information.</p>
<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text 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, 	<p>B. Writing</p> <p>Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.</p>

	<p>therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.4 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.)</p>	
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<p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	
<p>W3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.</p>
<p>W3.4 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.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.</p>
<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because,</p>	<p>Produce written work with a beginning, middle, and end.</p>

	<p>therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.4 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.)</p>	
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	<p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> 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 	<p>Organize material in paragraphs and understand how to use a topic sentence.</p> <p>Know how to develop a paragraph with examples and details that each new paragraph is indented.</p>

	<p>events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.</p>

	<p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.4 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.)</p> <p>W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>C. Spelling Grammar and Usage</p> <p>Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.</p> <p>Use capital letters correctly.</p>

	<p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments</p>
	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. 	<p>Identify and use different sentence types: declarative (makes a statement) interrogative (asks a question) imperative (gives a command) exclamatory (for example, “What a hit!”)</p>

<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	
<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>Know the following parts of speech and how they are used:</p> <p>nouns (for concrete nouns)</p> <p>pronouns (singular and plural)</p> <p>verbs: action verbs and auxiliary (helping) verbs</p> <p>adjectives (including articles: a before a consonant, an before a vowel, and the)</p> <p>adverbs</p>
<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>	<p>Know how to use the following punctuation:</p> <p>end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date; between city and state in an</p>

<ul style="list-style-type: none"> 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. 	<p>address; in a series; after yes and no apostrophe: in contractions; in singular and plural possessive nouns</p>
	<p>Recognize and avoid the double negative.</p>
<p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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). 	<p>D. Vocabulary</p> <p>Know what prefixes and suffixes are and how the following affect word meaning:</p> <p>Prefixes:</p> <ul style="list-style-type: none"> re meaning “again” (as in reuse, refill) un meaning “not” (as in unfriendly, unpleasant) dis meaning “not” (as in dishonest, disobey) un meaning “opposite of” or “reversing an action” (as in untie, unlock) dis meaning “opposite of” or “reversing an action” (as in disappear, dismount) <p>Suffixes:</p> <ul style="list-style-type: none"> er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)

	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	
	<p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems:</p> <p>their, there, they're your, you're</p> <p>its, it's</p> <p>here, hear</p> <p>to, too, two</p>

	<p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	
		<p>Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).</p>
		<p>II. Poetry*</p> <p>Adventures of Isabel (Ogden Nash)</p> <p>The Bee (Isaac Watts; see also below, “The Crocodile”)</p> <p>By Myself (Eloise Greenfield)</p> <p>Catch a Little Rhyme (Eve Merriam) The Crocodile (Lewis Carroll)</p> <p>Dream Variations (Langston Hughes) Eletelephony (Laura Richards)</p> <p>Father William (Lewis Carroll)</p> <p>First Thanksgiving of All (Nancy Byrd Turner) For want of a nail, the shoe was lost . . . (traditional)</p> <p>Jimmy Jet and His TV Set (Shel Silverstein) Knoxville, Tennessee (Nikki Giovanni)</p> <p>Trees (Sergeant Joyce Kilmer)</p>

		<p>III. Fiction</p> <p>A. Stories*</p> <p>Alice in Wonderland (Lewis Carroll)</p> <p>from The Arabian Nights:</p> <p>Aladdin and the Wonderful Lamp</p> <p>Ali Baba and the Forty Thieves</p> <p>The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)</p> <p>The Husband Who Was to Mind the House (a Norse/English folktale, also known as “Gone is Gone”)</p> <p>The Little Match Girl (Hans Christian Andersen) The People Who Could Fly (an African American folktale)</p> <p>Three Words of Wisdom (a folktale from Mexico) William Tell</p> <p>selections from The Wind in the Willows: “The River Bank” and</p> <p>“The Open Road” (Kenneth Grahame)</p>
		<p>Norse Mythology</p> <p>Asgard (home of the gods)</p> <p>Valhalla</p> <p>Hel (underworld) Odin</p> <p>Thor trolls</p> <p>Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]</p>
		<p>More Myths and Legends of Ancient Greece and Rome</p> <p>Jason and the Golden Fleece</p> <p>Perseus and Medusa</p> <p>Cupid and Psyche</p>

		<p>The Sword of Damocles Damon and Pythias Androcles and the Lion Horatius at the Bridge</p>
		<p>C. Literary terms biography and autobiography</p>
		<p>Fiction and nonfiction</p>
	<p>RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral 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). <p>L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>IV. Sayings and Phrases</p> <p>Actions speak louder than words. His bark is worse than his bite. Beat around the bush Beggars can't be choosers. Clean bill of health Cold shoulder A feather in your cap Last straw Let bygones be bygones. One rotten apple spoils the whole barrel. On its last legs Rule the roost The show must go on. Touch and go When in Rome do as the Romans do. Rome wasn't built in a day.</p>
	<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among</p>	

	ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)
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Grade 3 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		3.OA
Represent and solve problems involving multiplication and division.		
1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	TB–A: 69–71, 75, 111–112, 117–119, 124–125, 128 WB–A: 66–71, 111
2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	TB–A: 72–73, 76, 78 WB–A: 72–73
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.	TB–A: 69–71, 75–81 WB–A: 67–68, 79–81, 181 TB–B: 57, 62, 64, 110, 126 WB–B: 27, 45
4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that</i>	TB–A: 69–73, 76, 78–79, 112–113, 116, 118–120, 124, 126, 128–129 WB–A: 71–77, 95,

	<p><i>makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</i></p>	<p>113–115, 122–124, 132–134, 141–142</p>
<p>Understand properties of multiplication and the relationship between multiplication and division.</p>		
5	<p>Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	<p>TB–A: 70, 72–73, 84, 108–109, 111–113, 118–120, 124, 128–130, 133–134 WB–A: 67, 69, 73, 111, 150–151</p>
6	<p>Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i></p>	<p>TB–A: 72–73, 113 WB–A: 72–77</p>
<p>Multiply and divide within 100.</p>		
7	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>TB–A: 68–81, 108–113, 117–120, 124–125, 128–130 WB–A: 66–67, 73–77, 104, 111–114, 117, 122–124, 127, 132–133, 141–142</p>
<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>		
8	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown</p>	<p>TB–A: 62–64, 67, 79–81 WB–A: 59–61, 64–65,</p>

	quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	82–85, 131, 140, 149 TB–B: 45, 63, 126, 137 WB–B: 45–46
9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>	TB–A: 15–17, 111–112, 118–119, 124, 128–130 WB–A: 14–16, 68, 71, 104, 156
Number and Operations in Base Ten		3.NBT
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
1	Use place value understanding to round whole numbers to the nearest 10 or 100.	TB–A: 18–23 WB–A: 17–20
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.	TB–A: 27–40, 45–49, 62–63 WB–A: 26–38, 42–47, TB–B: 27 WB–B: 44
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.	TB–A: 82–84, 92, 109 WB–A: 86, 88, 150
Number and Operations—Fractions		3.NF
Develop understanding of fractions as numbers.		
1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	TB–B: 85–87 WB–B: 90–95
2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
a	Represent a fraction $1/b$ on a number line diagram	See Grade 4: TB–A: 79

	by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	WB-A: 70
b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	See Grade 4: TB-A: 79 WB-A: 70
3	Explain equivalence of fractions in special cases, and 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.	TB-B: 91–96 WB-B: 104–107
b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	TB-B: 91–96 WB-B: 100–107
c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>	TB-B: 85–86, 93 WB-B: 90–93, 101–102 See Grade 4: TB-A: 90–93 WB-A: 79, 82–83, 86
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	TB-B: 88–89 WB-B: 96–97

	model.	
Measurement and Data		3.MD
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	TB–B: 112–115 WB–B: 123–126
2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	TB–B: 30–31, 48–50 WB–B: 28–29, 49–50 See Grade 2: TB–B: 90–94 WB–B: 139–140
Represent and interpret data.		
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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	TB–A: 140–143 WB–A: 162–167 See Grade 2: TB–B: 101–113 WB–B: 148–161
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.	See Grade 2: TB–B: 72–73

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
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.	TB–B: 139–143 WB–B: 159–166
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.	TB–B: 139–146 WB–B: 159–169
6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	TB–B: 139–146 WB–B: 159–169
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.	See Grade 4: TB–A: 141–144 WB–A: 162–163
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.	See Grade 4: TB–A: 141–144 WB–A: 162–164
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.	TB–A: 111–112, 118–119, 124, 128, 130

d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	See Grade 4: TB–A: 151–155 WB–A: 172–174
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
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.	TB–B: 147–150 WB–B: 170–172

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: 3rd Grade

Acronym Guide for Ohio State Standards for Science Grade 3:	
Earth and Space Science: ESS	Teacher Resources: Science Explorer Series
Life Science: LS	
Physical Science: PS	
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
ESS: Earth’s Resources 1. Earth’s nonliving resources have specific properties. 2. Earth’s resources can be used for energy.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
3. Some of Earth’s resources are limited.	Gravity Planetary motion Supplemental materials needed for this standard. Suggest study.com or BrainPopJr. websites for additional resources.
LS: Behavior, Growth and Changes 1. Offspring resemble their parents and each other.	Introduction to the Classification of Animals
2. Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing.	Introduction to the Classification of Animals
3. Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.	Ecology <ul style="list-style-type: none"> • Habitats • “Balance of nature” concept • Food chain/web • Ecosystems
PS: Matter and Forms of Energy 1. All objects and substances in the natural world are composed of matter.	Supplemental materials needed for this standard. Suggest study.com or BrainPopJr. websites for additional resources.
2. Matter exists in different states, each of which has different properties.	Supplemental materials needed for this standard. Suggest study.com or BrainPopJr. websites for additional resources.

3. Heat, electrical energy, light, sound and magnetic energy are forms of energy.	Light and Optics Sound
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Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 3

Strand	Theme for Ohio State Standards for Social Studies Grade 3: <i>Communities: Past and Present, Near and Far</i>		Teacher Resources: <i>The Story of the World. Volume 1 & 3,</i> by Susan Wise Bauer <i>A History of the United States and its People</i> by Edward Eggleston
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>	
History	Historical Thinking and Skills: 1. Events in local history can be shown on timelines organized by years, decades and centuries. 2. Primary sources such as artifacts, maps and photographs can be used to show change over time.	Ancient Rome The Empire of Julius Caesar The Eastern Roman Empire The Vikings The Earliest Americans	
	Heritage: 3. Local communities change over time.	Ancient Rome Important Rivers of the World	
Geography	Spatial Thinking and Skills: 4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	Geography: Spatial Sense <ul style="list-style-type: none"> • Understanding map keys, legends, and symbols • Geographical terms and features • Use an atlas 	
	Places and Regions: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.	The Earliest Americans	
Alignment of Core Knowledge Sequence and Ohio Learning Standards	Human Systems: 6. Evidence of human modifications of the environment can be observed in the local community. 7. Systems of transportation and communication move people, products and ideas from place to place.	The Earliest Americans Early Exploration of North America New England Colonies Middle Atlantic Colonies	

	8. Communities may include diverse cultural groups.	
Government	<p>Civic Participation and Skills:</p> <p>9. Members of local communities have social and political responsibilities.</p> <p>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</p>	Supplemental materials needed for all government standards. Suggest study.com or BrainPopJr. websites for additional resources.
	<p>Rules and Laws:</p> <p>11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p>	Supplemental materials needed for all government standards. Suggest study.com or BrainPopJr. websites for additional resources.
	<p>Roles and Systems of Government:</p> <p>12. Governments have authority to make and enforce laws.</p> <p>13. The structure of local governments may differ from one community to another.</p>	Supplemental materials needed for all government standards. Suggest study.com or BrainPopJr. websites for additional resources.
Economics	<p>Economic Decision Making and Skills:</p> <p>14. Line graphs are used to show changes in data over time.</p> <p>15. Both positive and negative incentives affect people’s choices and behaviors.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPopJr. websites for additional resources.
	<p>Scarcity:</p> <p>16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPopJr. websites for additional resources.
	<p>Production and Consumption:</p> <p>17. A consumer is a person whose wants are satisfied by</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPopJr. websites for additional resources.

	using goods and services. A producer makes good and/or provides services.	
	<p>Markets:</p> <p>18. A market is where buyers and sellers exchange goods and services.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPopJr. websites for additional resources.
	<p>Financial Literacy:</p> <p>19. Making decisions involves weighing costs and benefits.</p> <p>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPopJr. websites for additional resources.

Grade 4 Northwest Ohio Classical Academy - Ohio Learning Standards Alignment

Strand	Common Core Standards	Core Knowledge Sequence
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Acronym Guide for Ohio State Standards for ENGLISH LANGUAGE ARTS Grade 4:</p> <p>Reading Standards for Literature: RL4 Reading Standards for Informational Text: RI4 Reading Standards: Foundational Skills: RF4</p> <p style="text-align: right;">Writing Standards: W4 Speaking and Listening Standards: SL4 Language Standards: L4</p>		
	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>I. Writing, Grammar, and Usage</p> <p>A. Writing and Research</p> <p>Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.</p>

<p>W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”).</p> <p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL4.5 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</p>	
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	<p>writing or speaking about a text.</p> <p>RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	
	<p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:</p> <p>understanding the purpose and audience of the writing</p> <p>defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs</p> <p>documenting sources in a rudimentary bibliography</p>

	<p>W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.]”).</p> <p>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”).</p> <p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
	<p>W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W4.2 Write informative/explanatory texts to examine a</p>	<p>Organize material in paragraphs and understand how to use a topic sentence</p> <p>How to develop a paragraph with examples and details that each new paragraph is indented</p>

	<p>topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>B. Grammar and Usage Understand what a complete sentence is, and identify subject and predicate in single-clause sentences</p>

	<p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Distinguish complete sentences from fragments</p> <p>Identify and correct run-on sentences</p>
	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Identify subject and verb in a sentence and understand that they must agree.</p>

	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.</p> <p>Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections.</p>
	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Know how to use the following punctuation:</p> <p>end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences,</p> <p>inside quotation marks in dialogue apostrophe: in contractions, in singular and plural possessive nouns</p> <p>quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles</p>
	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.</p>

	<p>speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a</p>	<p>Use underlining or italics for titles of books.</p>

	<p>compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	
	<p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>im, in (as in impossible, incorrect) non (as in nonfiction, nonviolent) mis (as in misbehave, misspell) en (as in enable, endanger) pre (as in prehistoric, pregame) Suffixes:</p> <p>ily, y (as in easily, speedily, tricky) ful (as in thoughtful, wonderful) able, ible (as in washable, flexible) ment (as in agreement, amazement)</p>

	<p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>	
	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>Review correct usage of problematic homophones: their, there, they're your, you're its, it's here, hear to, too, two</p>
	<p>RL4.10 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</p>	<p>II. Poetry A. Poems*</p>

	<p>scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Afternoon on a Hill (Edna St. Vincent Millay) Clarence (Shel Silverstein)</p> <p>Clouds (Christina Rossetti)</p> <p>Concord Hymn (Ralph Waldo Emerson) Dreams (Langston Hughes)</p> <p>the drum (Nikki Giovanni) Fog (Carl Sandburg)</p> <p>George Washington (Rosemary and Stephen Vincent Benet)</p> <p>Humanity (Elma Stuckey)</p> <p>Life Doesn't Frighten Me (Maya Angelou) Monday's Child Is Fair of Face (traditional)</p> <p>Paul Revere's Ride (Henry Wadsworth Longfellow)</p> <p>The Pobble Who Has No Toes (Edward Lear) The Rhinoceros (Ogden Nash)</p> <p>Things (Eloise Greenfield)</p> <p>A Tragic Story (William Makepeace Thackeray)</p>
	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>B. Terms</p> <p>stanza and line</p>
	<p>RL4.10 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.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	<p>III. Fiction</p> <p>A. Stories*</p> <p>The Fire on the Mountain (an Ethiopian folktale)</p> <p>from Gulliver's Travels: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)</p> <p>The Legend of Sleepy Hollow and Rip Van Winkle (Washington Irving)</p>

		<p>The Magic Brocade (a Chinese folktale) Pollyanna (Eleanor Porter)</p> <p>Robinson Crusoe (Daniel Defoe)</p> <p>Robin Hood</p> <p>St. George and the Dragon</p> <p>Treasure Island (Robert Louis Stevenson)</p>
	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL4.9 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.</p> <p>RL4.10 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.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	<p>B. Myths and Mythical Creatures*</p> <p>Legends of King Arthur and the Knights of the Round Table</p> <p>How Arthur Became King The Sword in the Stone</p> <p>The Sword Excalibur Guinevere</p> <p>Merlin and the Lady of the Lake</p> <p>Sir Lancelot</p>
	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>C. Literary Terms</p> <p>novel</p> <p>plot</p> <p>setting</p>
	<p>RI4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text</p>	<p>IV. Speeches*</p> <p>Patrick Henry: “Give me liberty or give me death”</p> <p>Sojourner Truth: “Ain’t I a woman?”</p>

	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>V. Sayings and Phrases</p> <p>An ounce of prevention is worth a pound of cure. As the crow flies Beauty is only skin deep. The bigger they are, the harder they fall. Birds of a feather flock together. Blow hot and cold Break the ice Bull in a china shop Bury the hatchet Can't hold a candle to Don't count your chickens before they hatch. Don't put all your eggs in one basket. Etc. Go to pot Half a loaf is better than none. Haste makes waste. Laugh and the world laughs with you. Lightning never strikes twice in the same place. Live and let live. Make ends meet. Make hay while the sun shines. Money burning a hole in your pocket Once in a blue moon One picture is worth a thousand words. On the warpath</p>

		RSVP Run-of-the-mill Seeing is believing. Shipshape Through thick and thin Timbuktu Two wrongs don't make a right. When it rains, it pours. You can lead a horse to water, but you can't make it drink.
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Grade 4 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		4.OA
Use the four operations with whole numbers to solve problems.		
1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	TB–A: 59, 64, 67 See Grade 3: TB–A: 77–79, 84, 91 WB–A: 84–85
2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	TB–A: 59–60, 64–67, 73 WB–A: 54, 66, 114, 160 TB–B: 32, 92 WB–B: 40
3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	TB–A: 51, 57–60, 64–67 WB–A: 49–50, 54–55, 66, 112–114, 116 WB–B: 40, 103, 117
Gain familiarity with factors and multiples.		

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.	TB–A: 26–37 WB–A: 21–27
Generate and analyze patterns.		
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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	TB–A: 17, 33 WB–A: 15 TB–B: 97–99 WB–B: 111–112
Number and Operations in Base Ten		4.NBT
Generalize place value understanding for multi-digit whole numbers.		
1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	TB–A: 19, 62–63, 68–70, 72 WB–A: 17–18 See Grade 3: TB–A: 82–84 WB–A: 86–88 See Grade 5: TB–A: 23–27 WB–A: 18–19
2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on	TB–A: 8–15, 21 WB–A: 7–12, 15

	meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
3	Use place value understanding to round multi-digit whole numbers to any place.	TB–A: 22–24 WB–A: 19–20
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	TB–A: 51–58 WB–A: 40–50
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.	TB–A: 59, 61, 65, 67–72 WB–A: 51, 53, 56–61 See Grade 3: TB–A: 82–91 WB–A: 86–97
6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB–A: 60, 62–64, 66–67 WB–A: 52–53 See Grade 3: TB–A: 94–103 WB–A: 98–103
Number and Operations—Fractions		4.NF
Extend understanding of fraction equivalence and ordering.		
1	Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	TB–A: 77–80 WB–A: 67–70

2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. 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, e.g., by using a visual fraction model.	TB–A: 79–80 WB–A: 70, 87 See Grade 3: TB–B: 95–96 WB–B: 108
c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</i>	TB–B: 85–86, 93 WB–B: 90–93, 101–102 See Grade 4: TB–A: 90–93 WB–A: 79, 82–83, 86
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.	TB–B: 88–89 WB–B: 96–97
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
3	Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.	
a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	TB–A: 81–87 WB–A: 71–76 See Grade 3: TB–B: 97–101 WB–B: 109–114

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. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1+1 + 1/8 = 8/8 + 8/8 + 1/8$.	TB–A: 88–92 WB–A: 77–85 See Grade 2: TB–B: 67 See Grade 3: TB–B: 85, 97
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.	TB–A: 88–89, 92–93 WB–A: 77–78, 83–85
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.	TB–A: 81–82, 87 WB–A: 75–76 See Grade 3: TB–B: 97, 99, 101
4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
a	Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	See Grade 5: TB–A: 64–66 WB–A: 60–63
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. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>	TB–A: 98–100 WB–A: 91–97 See Grade 5: TB–A: 69–70 WB–A: 62–63

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. <i>For example, if each person at a party will eat $\frac{3}{8}$ 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?</i>	TB–A: 101–105 WB–A: 98–109
Understand decimal notation for fractions, and compare decimal fractions.		
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. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i>	TB–B: 17–18 WB–B: 19–20
6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	TB–B: 8–10, 12, 14–19 WB–B: 7–9, 12, 19–20
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.	TB–B: 21–22 WB–B: 25–26
Measurement and Data		4.MD
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
1	Know relative sizes of measurement units within	TB–B: 129

	<p>one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>	<p>WB-B: 144–145</p> <p>See Grade 2: TB-A: 61–69, 76–87 TB-B: 90–94</p> <p>See Grade 3: TB-B: 8–10, 13–15, 20–22, 26, 30–32, 41–42, 49–54, 57–60, 62</p>
2	<p>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.</p>	<p>TB-A: 40, 56, 58, 65, 67, 80, 97, 102, 104–105, 109, 140, 159, 161 WB-A: 49–50, 55, 66, 75, 78, 98–99, 101–103, 105–109, 112–113, 115–116, 158–159, 161, 179, 183 TB-B: 10–11, 14, 28–30, 34–35, 45–49, 58, 73, 90, 92, 104, 124, 128, 130–136, 147–148, 151 WB-B: 11, 39–40, 80, 103–104, 117–118, 120, 142–143, 156–160</p>
3	<p>Apply the area and perimeter formulas for rectangles in real world and mathematical</p>	<p>TB-A: 141–156 WB-A: 162–171</p>

	problems. <i>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.</i>	
Represent and interpret data.		
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 by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	TB–B: 107–108, 111, 113 WB–B: 122–123, 126
Geometric measurement: understand concepts of angle and measure angles.		
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 $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.	TB–A: 110–111, 114
b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	TB–A: 112–115 WB–A: 123–131
6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	TB–A: 112–115 WB–A: 121–131

7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	TB-A: 114–115 WB-A: 128–131
Geometry		4.G
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	TB-A: 111–124 WB-A: 117–124
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.	TB-A: 122–124, 126 WB-A: 133, 140–141, 143
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.	TB-B: 81–86 WB-B: 95–100

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 4

Acronym Guide for Ohio State Standards for Science Grade 4: Earth and Space Science: ESS Teacher Resources: Science Explorer Series Life Science: LS Physical Science: PS	
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
ESS: Earth’s Surface 1. Earth’s surface has specific characteristics and landforms that can be identified.	Geology: The Earth and Its Changes <ul style="list-style-type: none"> • The Earth’s Layers • How mountains are formed • Rocks • The formation of soil
2. The surface of the Earth changes due to weathering.	Weathering and Erosion: <ul style="list-style-type: none"> • Physical and chemical weathering • Weathering and erosion by water, wind and glaciers
3. The surface of Earth changes due to erosion and deposition.	Weathering and Erosion: <ul style="list-style-type: none"> • Physical and chemical weathering • Weathering and erosion by water, wind and glaciers
LS: Earth’s Living History 1. Changes in an organism’s environment are sometimes beneficial to its survival and sometimes harmful.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
2. Fossils can be compared to one another and to present-day organisms according to their similarities and differences.	Rocks
PS: Electricity, Heat and Matter 1. The total amount of matter is conserved when it undergoes a change.	Properties of Matter <ul style="list-style-type: none"> • Atoms • Mass

	<ul style="list-style-type: none"> • Volume • Density • Solutions
2. Energy can be transformed from one form to another or can be transferred from one location to another.	<p>Properties of Matter</p> <ul style="list-style-type: none"> • Solutions • Concentration and saturation <p>Electricity</p>

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 4

Strand	Theme for Ohio State Standards for Social Studies Grade 4: <i>Ohio in the United States</i>	
	Teacher Resources: www.ohiohistory.org	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. The order of significant events in Ohio and the United States can be shown on a timeline. 2. Primary and secondary sources can be used to create historical narratives. 	<p>Supplemental materials needed for this standard. Suggest Ohio as America – online text from Ohio History Connection as a resource for this standard.</p>
	<p>Heritage:</p> <ol style="list-style-type: none"> 3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. 4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. 5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. 6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. 7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, 	<p>Supplemental materials needed for this standard. Suggest Ohio as America – online text from Ohio History Connection as a resource for this standard.</p>

	<p>particularly with the anti-slavery movement and the Underground Railroad.</p> <p>8. Many technological innovations that originated in Ohio benefited the United States.</p>	
Geography	<p>Spatial Thinking and Skills:</p> <p>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p>	<p>Geographic Tools:</p> <ul style="list-style-type: none"> • Map Keys • Latitude and longitude, degrees • Coordinates
	<p>Places and Regions</p> <p>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p> <p>11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p>Supplemental materials needed for this standard. Suggest Ohio as America – online text from Ohio History Connection as a resource for this standard.</p>
	<p>Human Systems:</p> <p>12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.</p> <p>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.</p> <p>14. Ohio’s location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>	<p>Supplemental materials needed for this standard. Suggest Ohio as America – online text from Ohio History Connection as a resource for this standard.</p>
Government	Civic Participation and Skills:	Making a Constitutional Government:

	<p>15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p> <p>17. Effective participants in a democratic society engage in compromise.</p>	<ul style="list-style-type: none"> • Declaration of Independence • Declaration of Constitution • Constitutional Convention • U.S. Constitution • Institutions of Republican Government • Bill of Rights
	<p>Rules and Laws:</p> <p>18. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>19. The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.</p>	<p>The U.S. Constitution</p> <ul style="list-style-type: none"> • Bill of Rights • Institutions of Republican Government <p>Early Presidents and Politics</p>
	<p>Roles and Systems of Government:</p> <p>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</p> <p>21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>	<p>Making a Constitutional Government</p> <p>Early Presidents and Politics</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Production and Consumption:</p>	<p>Supplemental materials needed for this standard.</p>

	<p>23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p>Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Financial Literacy:</p> <p>24. Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.</p>	<p>Supplemental materials needed for this standard.</p> <p>Suggest study.com or BrainPop websites for additional resources.</p>

Grade 5 Northwest Ohio Classical Academy-Ohio Learning Standards Alignment

Strand	Common Core Standards	Core Knowledge Sequence		
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>				
<p>Acronym Guide for Ohio State Standards for ENGLISH LANGUAGE ARTS Grade 5:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Reading Standards for Literature: RL5</p> <p>Reading Standards for Informational Text: RI5</p> <p>Reading Standards: Foundational Skills: RF5</p> </td> <td style="width: 50%; border: none;"> <p>Writing Standards: W5</p> <p>Speaking and Listening Standards: SL5</p> <p>Language Standards: L5</p> </td> </tr> </table>			<p>Reading Standards for Literature: RL5</p> <p>Reading Standards for Informational Text: RI5</p> <p>Reading Standards: Foundational Skills: RF5</p>	<p>Writing Standards: W5</p> <p>Speaking and Listening Standards: SL5</p> <p>Language Standards: L5</p>
<p>Reading Standards for Literature: RL5</p> <p>Reading Standards for Informational Text: RI5</p> <p>Reading Standards: Foundational Skills: RF5</p>	<p>Writing Standards: W5</p> <p>Speaking and Listening Standards: SL5</p> <p>Language Standards: L5</p>			
<p>Language Arts</p>	<p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. 	<p>I. Writing, Grammar, and Usage</p> <p>Writing and Research</p> <p>Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.</p>		

	<p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. <p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> 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 	
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	<p>narrated experiences or events.</p> <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <p>W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI5.8 Explain how an author uses reasons and evidence to</p>	
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	<p>support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	
	<p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and</p>	<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:</p> <p>understanding the purpose and audience of the writing</p> <p>defining a main idea and sticking to it providing an introduction and conclusion</p> <p>organizing material in coherent paragraphs</p> <p>illustrating points with relevant examples</p> <p>documenting sources in a rudimentary bibliography</p>

	<p>finished work, and provide a list of sources.</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
		<p>B. Grammar and Usage Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons</p>
		<p>Identify subject and verb in a sentence and understand that they must agree.</p>
	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I</p>	<p>Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.</p>

	<p>have walked; I will have walked) verb tenses.</p> <ul style="list-style-type: none"> c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor). 	
		<p>Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.</p>
	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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. 	<p>Correctly use punctuation studied in earlier grades, as well as the colon before a list, commas with an appositive</p>
	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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 	<p>Use underlining or italics for titles of books.</p>

	<p>rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	
	<p>RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>	<p>C. Vocabulary</p> <p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>anti (as in antisocial, antibacterial) inter (as in interstate)</p> <p>co (as in coeducation, co-captain)</p> <p>mid (as in midnight, Midwest)</p> <p>fore (as in forefather, foresee) post (as in postseason, postwar)</p> <p>il, ir (as in illegal, irregular) semi (as in semicircle, semiprecious)</p> <p>Suffixes:</p> <p>ist (as in artist, pianist)</p> <p>ish (as in stylish, foolish)</p> <p>ness (as in forgiveness, happiness)</p> <p>tion, sion (as in relation, extension)</p>
	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band</p>	<p>II. Poetry</p> <p>A. Poems*</p> <p>The Arrow And The Song (Henry</p>

	<p>independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>*Specifically listed in CCSS</p>	<p>Wadsworth Longfellow)</p> <p>Barbara Frietchie (John Greenleaf Whittier)</p> <p>Battle Hymn of the Republic (Julia Ward Howe)</p> <p>A bird came down the walk (Emily Dickinson)</p> <p>Casey at the Bat (Ernest Lawrence Thayer)</p> <p>The Eagle (Alfred Lord Tennyson)</p> <p>I Hear America Singing (Walt Whitman) I like to see it lap the miles (Emily Dickinson)</p> <p>I, too, sing America (Langston Hughes) Jabberwocky (Lewis Carroll)</p> <p>Narcissa (Gwendolyn Brooks)</p> <p>O Captain! My Captain! (Walt Whitman) A Poison Tree (William Blake)</p> <p>The Road Not Taken (Robert Frost)</p> <p>The Snowstorm (Ralph Waldo Emerson) Some Opposites (Richard Wilbur)</p> <p>The Tiger (William Blake)</p> <p>A Wise Old Owl (Edward Hersey Richards)</p>
	<p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>B. Terms</p> <p>Onomatopoeia</p> <p>alliteration</p>
	<p>RL5.10 By the end of the year, read and comprehend</p>	<p>III. Fiction and Drama</p>

	<p>literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	<p>A. Stories*</p> <p>The Adventures of Tom Sawyer (Mark Twain)</p> <p>episodes from Don Quixote (Miguel de Cervantes)</p> <p>Little Women (Part First) (Louisa May Alcott)</p> <p>Narrative of the Life of Frederick Douglass (Frederick Douglass)</p> <p>The Secret Garden (Frances Hodgson Burnett)</p> <p>Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)</p>
	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	<p>B. Drama*</p> <p>A Midsummer Night’s Dream (William Shakespeare)</p>
	<p>RL5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Terms:</p> <p>tragedy and comedy act, scene</p> <p>Globe Theater</p>
	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>C. Myths and Legends*</p> <p>A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)</p>

	<p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	<p>Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)</p> <p>Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)</p>
		<p>D. Literary Terms</p> <p>Pen name (pseudonym)</p>
	<p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Literal and figurative language imagery</p> <p>metaphor and simile symbol personification</p>
	<p>RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>IV. Speeches*</p> <p>Abraham Lincoln: The Gettysburg Address</p> <p>Chief Joseph (Highh’moot Tooyalakekt): “I will fight no more forever”</p>
	<p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>V. Sayings and Phrases</p> <p>Birthday suit</p> <p>Bite the hand that feeds you. Chip on your shoulder</p> <p>Count your blessings. Eat crow</p> <p>Eleventh hour</p> <p>Eureka!</p> <p>Every cloud has a silver lining. Few and far between</p> <p>Forty winks</p> <p>The grass is always greener on the other side (of the hill).</p>

	<p>L5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>To kill two birds with one stone Lock, stock and barrel Make a mountain out of a molehill A miss is as good as a mile. It's never too late to mend. Out of the frying pan and into the fire. A penny saved is a penny earned. Read between the lines. Sit on the fence Steal his/her thunder Take the bull by the horns. Till the cows come home Time heals all wounds. Tom, Dick and Harry Vice versa A watched pot never boils. Well begun is half done. What will be will be</p>
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Grade 5 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Operations and Algebraic Thinking		5.OA
Write and interpret numerical expressions.		
1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	TB–A: 29–33 WB–A: 22–24
2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ without having to calculate the indicated sum or product.</i>	TB–A: 29–32 WB–A: 14, 22–24, 103 See Grade 4: TB–A: 41 WB–A: 32
Analyze patterns and relationships.		
3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	TB–B: 162 WB–B: 153 See Grade 4: TB–B: 97–99 WB–B: 111–112

Number and Operations in Base Ten		5.NBT
Understand the place value system.		
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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	TB–A: 17, 33 WB–A: 15 TB–B: 97–99 WB–B: 111–112
Number and Operations in Base Ten		4.NBT
Generalize place value understanding for multi-digit whole numbers.		
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.	TB–A: 8 TB–B: 9, 23–24 See Grade 4: TB–A: 8–12 WB–A: 7
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.	TB–A: 23–26 WB–A: 16–19 TB–B: 23–30 WB–B: 14, 16–17
3	Read, write, and compare decimals to thousandths.	
a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	TB–B: 8, 10 WB–B: 5 See Grade 4: TB–B: 12–15, 26 WB–B: 15, 21, 29
b	Compare two decimals to thousandths based on	TB–B: 11–12

	meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	WB-B: 6 See Grade 4: TB-B: 21–22, 24–25 WB-B: 25–26, 31
4	Use place value understanding to round decimals to any place.	TB-B: 13–15 WB-B: 7 See Grade 4: TB-B: 28–30 WB-B: 34–36
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5	Fluently multiply multi-digit whole numbers using the standard algorithm.	TB-A: 23–28, 35–36, 42–43, 48–49 WB-A: 16–17, 27–28, 35–36, 76
6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 44–48, 50 WB-A: 37–40
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.	TB-B: 16–41 WB-B: 8–29 See Grade 4: TB-B: 35–67 WB-B: 42–76
Number and Operations—Fractions		5.NF
Use equivalent fractions as a strategy to add and subtract fractions.		

1	<p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p>	<p>TB–A: 58–63, 106 WB–A: 52–59, 77, 102</p>
2	<p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i></p>	<p>TB–A: 60, 63, 79</p>
<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>		
3	<p>Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of</i></p>	<p>TB–A: 54–57 WB–A: 50–51</p>

	<i>rice should each person get? Between what two whole numbers does your answer lie?</i>	
4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	See Grade 5: TB–A: 64–66 WB–A: 60–63
a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i>	TB–A: 67–75, 80–87 WB–A: 64–75, 81–86
b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	TB–A: 81, 83 WB–A: 80
5	Interpret multiplication as scaling (resizing), by:	
a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	TB–A: 80–87 WB–A: 79–87
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	TB–A: 80–83 WB–A: 79–82

	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.	
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.	TB–A: 80–87 WB–A: 80, 83–86
7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>	TB–A: 88–89 WB–A: 87
b	Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>	TB–A: 91–92 WB–A: 91–92
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. <i>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?</i>	TB–A: 91–92, 98, 106 WB–A: 90
Measurement and Data		5.MD

Convert like measurement units within a given measurement system.		
1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	TB–A: 71–72 WB–A: 66–69 TB–B: 44–47 WB–B: 34–36
Represent and interpret data.		
2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>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.</i>	TB–A: 64, 99 TB–B: 123 See Grade 3: TB–A: 145 See Grade 4: TB–B: 107–108, 111, 113 See Grade 6: TB–B: 89, 93
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
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.	TB–B: 48 See Grade 3: TB–B: 151–156 WB–B: 173–179 See Grade 4: TB–B: 137 WB–B: 150
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.	TB–B: 49–53 See Grade 3: TB–B: 155–156 WB–B: 179 See Grade 4: TB–B: 137 WB–B: 150
4	Measure volumes by counting unit cubes, using	TB–B: 48–49

	cubic cm, cubic in, cubic ft, and improvised units.	See Grade 4: TB–B: 137–138, 142 WB–B: 150–151
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.	TB–B: 50–52 See Grade 4: TB–B: 140–143 WB–B: 151–152
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.	TB–B: 51–52 WB–B: 37 See Grade 4: TB–B: 140–143, 145 WB–B: 150–152
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.	TB–B: 49 See Grade 4: TB–B: 137–139, 145 WB–B: 150
Geometry		5.G
Graph points on the coordinate plane to solve real-world and mathematical problems.		
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	TB–B: 156–163 WB–B: 151–154

	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).	See Grade 4: TB–B: 93–96 WB–B: 107–110
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.	TB–B: 128–130 WB–B: 122 See Grade 4: TB–B: 93–96 WB–B: 107–110
Classify two-dimensional figures into categories based on their properties.		
3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	TB–B: 95–98 See Grade 3: TB–B: 127–134 WB–B: 146–152 See Grade 4: TB–A: 122–127 WB–A: 140–143
4	Classify two-dimensional figures in a hierarchy based on properties.	See Grade 3: TB–B: 132–134 WB–B: 146–152 See Grade 4: TB–A: 122–127 WB–A: 140–143

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 5

Acronym Guide for Ohio State Standards for Science Grade 5: Earth and Space Science: ESS Life Science: LS Physical Science: PS		Teacher Resources: Science Explorer Series
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>	
ESS: Cycles and Patterns in the Solar System 1. The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
2. The sun is one of many stars that exist in the universe.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
3. Most of the cycles and patterns of motion between the Earth and sun are predictable.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
LS: Interconnections within Ecosystems 1. Organisms perform a variety of roles in an ecosystem.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
2. All of the processes that take place within organisms require energy.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
PS: Light, Sound and Motion 1. The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
2. Light and sound are forms of energy that behave in predictable ways.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 5

Strand	Theme for Ohio State Standards for Social Studies Grade 5: <i>Regions and People of the Western Hemisphere</i>	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	Historical Thinking and Skills: 1. Multiple-tier timelines can be used to show relationships among events and places.	Teacher Resources: Core Knowledge Foundation Readers The Story of the World Volumes 2, 3 – Susan Wise Bauer Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
	Early Civilizations: 2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.	Early American Civilizations: <ul style="list-style-type: none"> • The Mayas: pyramids, temples, hieroglyphic writing, astronomy, mathematics, 365-day calendar • The Aztecs: warrior culture, Tenochtitlan, aqueducts, temples, Moctezuma, ruler-priests, human sacrifice • The Inca: Machu Picchu, Cuzco, mountain road network
	Heritage: 3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.	Spanish Conquerors European Exploration, Trade and the Clash of Cultures
Geography	Spatial Thinking and Skills: 4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps. 5. Latitude and longitude can be used to make	Geographic tools: <ul style="list-style-type: none"> • Map keys, legends • Latitude and longitude, coordinates, degrees • Relief maps The Globe <ul style="list-style-type: none"> • Tropic of Cancer • Tropic of Capricorn • Climate zones, time zones • Gulf Stream, affect on climate

	observations about location and generalizations about climate.	
	<p>Places and Regions:</p> <p>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</p>	<p>Great Lakes Regions and their characteristics Ring of Fire Spice Islands Archipelago</p>
	<p>Human Systems:</p> <p>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</p> <p>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p>	<p>European Exploration, Trade and the Clash of Cultures The Renaissance The Reformation England from the Golden Age to the Glorious Revolution Russia: Early growth and expansion Feudal Japan Westward Expansion Before the Civil War</p> <ul style="list-style-type: none"> • Early Exploration of the West • Daniel Boone, Cumberland Gap, Wilderness Trail • Pioneers • Native American Resistance <p>Native Americans: Cultures and Conflicts Westward Expansion after the Civil War</p>
Government	<p>Civic Participation and Skills:</p> <p>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Roles and Systems of Government:</p> <p>12. Democracies, dictatorships and monarchies</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>

	are categories for understanding the relationship between those in power or authority and citizens.	
Economics	<p>Economic Decision Making and Skills:</p> <p>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p> <p>14. The choices people make have both present and future consequences.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Scarcity:</p> <p>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Production and Consumption:</p> <p>16. The availability of productive resources and the division of labor impact productive capacity.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Markets:</p> <p>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Financial Literacy:</p> <p>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.

Grade 6 Northwest Ohio Classical Academy – Ohio Learning Standards Alignment

Grade	Common Core Standard	Core Knowledge Sequence
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Acronym Guide for Common Core State Standards for ENGLISH LANGUAGE ARTS Grade 6: Reading Standards for Literature: RL6 Reading Standards for Informational Text: RI6 Reading Standards: Foundational Skills : RF6 Writing Standards: W6 Speaking and Listening Standards: SL6 Language Standards: L6</p>		
Grade 6	<p>W.6.1 – (see also WHST.6-8.1) 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. W.6.2 - (see also WHST.6-8.2) Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>	<p>I. Writing, Grammar, and Usage</p> <p>A. Writing and Research</p> <ul style="list-style-type: none"> • Learn strategies and conventions for writing a persuasive essay, with attention to defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone

Grade	Common Core Standard	Core Knowledge Sequence
	<p>organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 - (<i>see also WHST.6-8.4</i>) 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 [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.8 - (<i>see also WHST.6-8.8</i>) 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.</p> <p>W.6.9 - (<i>see also WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy</p>	

Grade	Common Core Standard	Core Knowledge Sequence
	<p>stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> 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”).</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.6.2 - (see also <i>RH.6-8.2</i> and <i>RST.6-8.2</i>) 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.</p> <p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	
	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/</p>	<ul style="list-style-type: none"> • Write a research essay, with attention to <ul style="list-style-type: none"> asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when <ul style="list-style-type: none"> taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography

Grade	Common Core Standard	Core Knowledge Sequence
	<p>explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (see also <i>WHST.6-8.5</i>) 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 on page 52.)</p> <p>W.6.6 - (see also <i>WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient</p>	

Grade	Common Core Standard	Core Knowledge Sequence
	<p>command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 - (see also <i>WHST.6-8.8</i>) 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.</p> <p>W.6.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> 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”).</p> <p>b. Apply <i>grade 6 Reading standards</i> 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”).</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Grade	Common Core Standard	Core Knowledge Sequence
	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3 - Write narratives to develop real or imagined</p>	<ul style="list-style-type: none"> • Write a standard business letter.

Grade	Common Core Standard	Core Knowledge Sequence
	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.4 - (<i>see also WHST.6-8.4</i>) 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 [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (<i>see also WHST.6-8.5</i>) 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 on page 52.)</p> <p>W.6.6 - (<i>see also WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10 - (<i>see also WHST.6-8.10</i>) Write routinely over</p>	

Grade	Common Core Standard	Core Knowledge Sequence
	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	<p>SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 - 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.</p> <p>SL.6.3 - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>B. Speaking and Listening</p> <ul style="list-style-type: none"> • Participate civilly and productively in group discussions.
	SL.6.4 - Present claims and findings, sequencing ideas	<ul style="list-style-type: none"> • Give a short speech to the class that is well-organized and

Grade	Common Core Standard	Core Knowledge Sequence
	<p>logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>well- supported.</p>
	<p>SL.6.6 - 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 on page 52 for specific expectations.)</p> <p>L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.</p> <p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> • Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.

Grade	Common Core Standard	Core Knowledge Sequence
	<p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>C. Grammar and Usage</p> <ul style="list-style-type: none"> • Understand what a complete sentence is, and identify subject and predicate identify independent and dependent clauses correct fragments and run-ons
	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> • Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences
	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> • Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with <i>and</i>, <i>but</i>,

Grade	Common Core Standard	Core Knowledge Sequence
	<p>when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<p>or <i>or</i> to separate the sentences that form a compound sentence.</p>
		<ul style="list-style-type: none"> • Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.
	<p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	<ul style="list-style-type: none"> • Recognize the following troublesome verbs and how to use them correctly: sit, set rise, raise lie, lay
	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</p>	<ul style="list-style-type: none"> • Correctly use the following: good / well between / among bring / take accept / except fewer / less like / as affect / effect who / whom imply / infer principle / principal their / there / they're

Grade	Common Core Standard	Core Knowledge Sequence																					
	phrase important to comprehension or expression.																						
	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>D. Spelling</p> <ul style="list-style-type: none"> Review spelling rules for use of <i>ie</i> and <i>ei</i>; for adding prefixes and suffixes Continue work with spelling, with special attention to commonly misspelled words, including: acquaintance develop naturally separate amateur embarrassed occurrence similar analyze exaggerate parallel sophomore answer exercise peasant substitute athlete fulfill philosopher success Britain gymnasium possess suspicion characteristic hypocrite privilege tragedy committee innocence receipt woman conscious interrupt recommendation writing cooperate license repetition criticize marriage restaurant dependent minimum rhythm 																					
	<p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>E. Vocabulary</p> <table border="1"> <thead> <tr> <th><i>Latin/Greek Word</i></th> <th><i>Meaning</i></th> <th><i>Examples</i></th> </tr> </thead> <tbody> <tr> <td>annus [L]</td> <td>year</td> <td>annual,</td> </tr> <tr> <td>anniversary</td> <td>ante [L] before</td> <td>antebellum,</td> </tr> <tr> <td>antecedent</td> <td></td> <td></td> </tr> <tr> <td>aqua [L]</td> <td>water</td> <td>aquarium</td> </tr> <tr> <td>astron [G]</td> <td>star</td> <td>astronaut,</td> </tr> <tr> <td>astronomy</td> <td>bi [L] two</td> <td>bisect, bipartisan</td> </tr> </tbody> </table>	<i>Latin/Greek Word</i>	<i>Meaning</i>	<i>Examples</i>	annus [L]	year	annual,	anniversary	ante [L] before	antebellum,	antecedent			aqua [L]	water	aquarium	astron [G]	star	astronaut,	astronomy	bi [L] two	bisect, bipartisan
<i>Latin/Greek Word</i>	<i>Meaning</i>	<i>Examples</i>																					
annus [L]	year	annual,																					
anniversary	ante [L] before	antebellum,																					
antecedent																							
aqua [L]	water	aquarium																					
astron [G]	star	astronaut,																					
astronomy	bi [L] two	bisect, bipartisan																					

Grade	Common Core Standard	Core Knowledge Sequence
		<p> bios [G] life biology, biography centum [L] hundred cent, percent decem [L] ten decade, decimal dico, dictum [L] say, thing said dictation, dictionary duo [G, L] two duplicate ge [G] earth geology, geography hydor [G] water hydrant, hydroelectric magnus [L] large, great magnificent, magnify mega [G] large, great megaphone, megalomani a mikros [G] small microscope, microfilm minus [L] smaller diminish, minor monos [G] single monologue, monarch, monopoly omnis [L] all omnipotent, omniscient phileo [G] to love philosophy, philanthropist </p>

Grade	Common Core Standard	Core Knowledge Sequence
		<p>phone [G] sound, voice phonograph, telephone photo [from G <i>phos</i>]light poly [G] photograph, photocopy many polygon post [L] after posthumous, posterity pre [L] before predict, prepare primus [L] first primary, primitive protos [G] first prototype, protozoa psyche[G] soul, mind psychology quartus [L] fourth quadrant, quarter tele [G] at a distance telephone, television, telepathy thermos [G] heat thermometer, thermostat tri [G, L] three trilogy, triangle unus [L] one unanimous, unilateral video, visum [L] see, seen evident, visual vita [L] life vitality, vitamin</p>
Grade 6	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a</p>	<p>II. Poetry A. Poems All the world’s a stage [from <i>As You Like It</i>] (William Shakespeare)</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p>summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – 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 toward a resolution.</p> <p>RL.6.4 – 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.</p> <p>RL.6.5 – 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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – 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.</p> <p>RL.6.9 – 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.</p> <p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6</i></p>	<p>Apostrophe to the Ocean [from <i>Childe Harold’s Pilgrimage</i>, Canto 4, Nos. 178-184] (George Gordon Byron) I Wandered Lonely as a Cloud (William Wordsworth) If (Rudyard Kipling) Mother to Son (Langston Hughes) Lift Ev’ry Voice and Sing (James Weldon Johnson) A narrow fellow in the grass (Emily Dickinson) A Psalm of Life (Henry Wadsworth Longfellow) The Raven (Edgar Allan Poe) A Song of Greatness (a Chippewa song, trans. Mary Austin) Stopping by Woods on a Snowy Evening (Robert Frost) Sympathy (Paul Laurence Dunbar) There is no frigate like a book (Emily Dickinson) The Walloping Window-blind (Charles E. Carryl) Woman Work (Maya Angelou)</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>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.</p> <p>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).</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	
	<p>RL.6.5- 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.</p>	<p>B. Terms meter iamb couple</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>trhyme schem e free verse</p>
<p>Grade 6</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – 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 toward a resolution.</p> <p>RL.6.4 – 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.</p> <p>RL.6.5 – 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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – 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.</p>	<p>III. Fiction and Drama</p> <p>A. Stories <i>The Iliad and The Odyssey</i> (Homer) <i>The Prince and the Pauper</i> (Mark Twain)</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p>RL.6.9 – 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.</p> <p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>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.</p> <p>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).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Grade	Common Core Standard	Core Knowledge Sequence
	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – 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 toward a resolution.</p> <p>RL.6.4 – 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.</p> <p>RL.6.5 – 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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – 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.</p> <p>RL.6.9 – 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.</p> <p>RL.6.10 – By the end of the year, read and comprehend</p>	<p>B. Drama <i>Julius Caesar</i> (William Shakespeare)</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p>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.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>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.</p> <p>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).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
		<p>C. Classical Mythology Apollo and Daphne Orpheus and Eurydice Narcissus and Echo Pygmalion and Galatea</p>

Grade	Common Core Standard	Core Knowledge Sequence
	<p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>D. Literary Terms</p> <ul style="list-style-type: none"> • Epic
	<p>RL.6.4 – 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.</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Literal and figurative language (review from grade 5) <ul style="list-style-type: none"> imagery metaphor and simile symbol personification
Grade 6	<p>RL.6.4 – 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.</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>IV. Sayings and Phrases</p> <p>All for one and one for all. All’s well that ends well. Bee in your bonnet The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the</p>

Grade	<i>Common Core Standard</i>	<i>Core Knowledge Sequence</i>
	<p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>bush. Bite the dust Catch-as-catch-can Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint Nothing will come of nothing. Once bitten, twice shy. On tenterhooks Pot calling the kettle black</p>

Grade	<i>Common Core Standard</i>	<i>Core Knowledge Sequence</i>
		<p>Procrastination is the thief of time. The proof of the pudding is in the eating.\ RIP The road to hell is paved with good intentions. Rome wasn't built in a day. Rule of thumb A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot Tenderfoot There's more than one way to skin a cat. Touché! Truth is stranger than fiction.</p>

Grade 6 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships		6.RP
Understand ratio concepts and use ratio reasoning to solve problems.		
1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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.”</i>	TB–A: 90–95 WB–A: 75–76 See Grade 5: TB–A: 135–138 WB–A: 129–138
2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. <i>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.”</i>	TB–A: 90–95 WB–A: 75–76
3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on	TB–A: 92–99 WB–A: 22, 75–78 TB–B: 185

	the coordinate plane. Use tables to compare ratios.	See Grade 5: TB–A: 139–143, 159, 162–163
b	Solve unit rate problems including those involving unit pricing and constant speed. <i>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?</i>	TB–A: 124–143 WB–A: 94–105, 109–110, 112
c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	TB–A: 73–77, 121 WB–A: 63–66, 89 See Grade 5: TB–B: 61–63, 69–73 WB–B: 51, 58–64
d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	TB–A: 96–99 WB–A: 77–78
The Number System		6.NS
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div$</i>	TB–A: 64–70 WB–A: 54–55, 57–58, 62 See Grade 5: TB–A: 93, 96–97 WB–A: 93, 95

	<p>$(3/4) = 8/9$ 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?</p>	
Compute fluently with multi-digit numbers and find common factors and multiples.		
2	Fluently divide multi-digit numbers using the standard algorithm.	See Grade 5: TB-A: 25–26, 44–48 WB-A: 18, 37–40 TB-B: 18–21, 27–30, 33–34, 38–40 WB-B: 9–10, 16–18, 22–23, 27–29
3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	See Grade 5: TB-B: 16–41 WB-B: 8–29
4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	See Grade 5: TB-A: 17–18, 31–32 WB-A: 12–13, 24
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
5	Understand that positive and negative numbers are	TB-A: 39–42

	used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real- world contexts, explaining the meaning of 0 in each situation.	<p>See Grade 4: TB–A: 42–47 WB–A: 34–37 See Grade 5: TB–B: 149–151 WB–B: 146–147</p>
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.	
a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	<p>TB–A: 40–41 See Grade 5: TB–B: 149–151 WB–B: 146–147</p>
b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	<p>TB–B: 185–186 See Grade 5: TB–B: 156–157 WB–B: 151</p>
c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	<p>TB–A: 40–42 WB–A: 21, 37–40 See Grade 4: TB–A: 42–44, 47 WB–A: 34–35 See Grade 5: TB–B: 149–151, 156–157 WB–B: 151</p>
b	Explaining why multiplying a given number by a	TB–A: 80–83

	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.	WB-A: 79–82
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.	TB-A: 80–87 WB-A: 80, 83–86
7	Understand ordering and absolute value of rational numbers.	
a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>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.</i>	TB-A: 39–46 WB-A: 37–44 See Grade 4: TB-A: 42–45 WB-A: 36 See Grade 5: TB-B: 149–151 WB-B: 147
b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	TB-A: 39, 43 WB-A: 42 See Grade 4: TB-A: 42–43 WB-A: 34–35 See Grade 5: TB-B: 149–150 WB-B: 146
c	Understand the absolute value of a rational number	TB-A: 40–44

	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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	See Grade 5: TB-B: 151 WB-B: 147
d	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	See Grade 4: TB-A: 42-43 WB-A: 36-37 See Grade 5: TB-B: 149-151 WB-B: 146
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.	TB-A: 26-30 WB-A: 21-28 TB-B: 185-192 WB-B: 155-161 See Grade 5: TB-B: 156-157 WB-B: 151
Expressions and Equations		6.EE
Apply and extend previous understandings of arithmetic to algebraic expressions.		
1	Write and evaluate numerical expressions involving whole-number exponents.	TB-B: 179-180 WB-B: 151, 153-154 See Grade 5: TB-A: 21 WB-A: 15
2	Write, read, and evaluate expressions in which letters stand for numbers.	
a	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from</i>	TB-A: 10-13, 19-25 WB-A: 5-10, 15-20

	5" as $5 - y$.	See Grade 5: TB-B: 140–144 WB-B: 139–140
b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>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.</i>	TB-A: 8–11 See Grade 5: TB-A: 17–21, 29–33 TB-B: 140–148
c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>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 $s = \frac{1}{2}$.</i>	TB-A: 19–25 WB-A: 15–20, 61 See Grade 5: TB-B: 140–148 WB-B: 139–143
3	Apply the properties of operations to generate equivalent expressions. <i>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 $3y$.</i>	See Grade 5: TB-B: 140–148 WB-B: 144–145
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).	TB-A: 8–11 See Grade 5: TB-B: 140–148

	<i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	
Reason about and solve one-variable equations and inequalities.		
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.	TB–A: 14–18 WB–A: 11–14
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.	TB–A: 10–13, 19–25 WB–A: 5–10, 15–20, 90
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.	TB–A: 14–18 WB–A: 11–13
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.		
9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>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.</i>	TB–A: 26 WB–A: 22
Geometry		6.G
Solve real-world and mathematical problems involving area, surface area, and volume.		
1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	See Grade 5: TB–A: 108–126, 133–134, 149 WB–A: 106–120, 125–127, 141 TB–B: 43, 59–60, 104–105, 120, 137 WB–B: 32, 45, 114, 137
2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found	TB–B: 29–33 WB–B: 24–32 See Grade 4: TB–B: 140–146

	by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	WB–B: 151–152 See Grade 5: TB–B: 50–53, 60, 121 WB–B: 37
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.	See Grade 4: TB–B: 96 WB–B: 109–110
4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	See Grade 4: TB–A: 132–136 WB–A: 148–155 See Grade 5: TB–A: 127–130 WB–A: 121–122
Statistics and Probability		6.SP
Develop understanding of statistical variability.		
1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>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.</i>	TB–B: 88–119 WB–B: 92–116
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.	TB–B: 88–119 WB–B: 92–116

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.	TB–B: 88–119 WB–B: 92–116
Summarize and describe distributions.		
4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
a	Reporting the number of observations.	TB–B: 89, 90–91, 96–98, 103–104, 106–107, 110–116, 120–127 WB–B: 105–108, 111–114, 116
b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	TB–B: 88–119 WB–B: 92–116
c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	TB–B: 88–94, 97–99, 105, 107–110, 114–117 WB–B: 92–95, 100, 103–108, 114–116
d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	TB–B: 90–92, 109–113, 117

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 6

Acronym Guide for Ohio State Standards for Science Grade 6: Earth and Space Science: ESS Teacher Resources: Science Explorer Series Life Science: LS Physical Science: PS	
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
ESS: Rocks, Minerals and Soil 1. Minerals have specific, quantifiable properties.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
2. Igneous, metamorphic and sedimentary rocks have unique characteristics that can be used for identification and/or classification.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
3. Igneous, metamorphic and sedimentary rocks form in different ways.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
4. Soil is unconsolidated material that contains nutrient matter and weathered rock.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
5. Rocks, minerals and soils have common and practical uses.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
LS: Cellular to Multicellular 1. Cells are the fundamental unit of life.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
2. All cells come from pre-existing cells.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
3. Cells carry on specific functions that sustain life.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
4. Living systems at all levels of organization	Supplemental materials needed for this standard.

demonstrate the complementary nature of structure and function.	Suggest study.com or BrainPop websites for additional resources.
PS: Matter and Motion 1. All matter is made up of small particles called atoms.	States of matter
2. Changes of state are explained by a model of matter composed of atoms and/or molecules that are in motion.	Physical Change: Energy Transfer <ul style="list-style-type: none"> • States of matter (solid, liquid, gas) in terms of molecular motion • A change of phase is a physical change (no new substance is produced) • Expansion and contraction
3. There are two categories of energy: kinetic and potential.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
4. An object's motion can be described by its speed and the direction in which it is moving.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 6

Strand	Theme for Ohio State Standards for Social Studies Grade 6: <i>Regions and People of the Eastern Hemisphere</i>	
	Teacher Resources: History and Geography, 6th Grade Text The Story of the World Volumes 1,2,3 - Susan Wise Bauer	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	Historical Thinking and Skills: 1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	Supplemental materials needed this standard. Suggest study.com or BrainPop websites for additional resources.
	Early Civilizations: 2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	Lasting Ideas from Ancient Civilizations <ul style="list-style-type: none"> • Judaism and Christianity • Ancient Greece • Ancient Rome
Geography	Spatial Thinking and Skills: 3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. 4. Latitude and longitude can be used to identify absolute location.	The Globe Geographic Tools: map keys, legends, relief maps Latitude and longitude

	<p>Places and Regions:</p> <p>5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</p>	<p>Great Deserts – Major Deserts: Sahara, Gobi, Mojave, etc.</p>
	<p>Human Systems:</p> <p>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</p>	<p>Influence of the Enlightenment on the beginnings of the United States</p> <p>Lasting Ideas from Ancient Civilizations</p>
Government	<p>Civic Participation and Skills:</p> <p>9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Roles and Systems of Government:</p> <p>10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.</p>	<p>Capitalism</p> <p>Socialism</p>
Economics	<p>Economic Decision Making and Skills:</p>	<p>Supplemental materials needed for all economic standards.</p>

	<p>11. Economists compare data sets to draw conclusions about relationships among them.</p> <p>12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>	Suggest study.com or BrainPop websites for additional resources.
	<p>Scarcity:</p> <p>13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>14. When regions and/or countries specialize, global trade occurs.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Markets:</p> <p>15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.
	<p>Financial Literacy:</p> <p>16. When selecting items to buy, individuals can compare the price and quality of available goods and services.</p>	Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.

Grade 7 Northwest Ohio Classical Academy – Ohio Learning Standards Alignment

Grade	Common Core Standard	Core Knowledge Sequence
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Acronym Guide for Common Core State Standards for ENGLISH LANGUAGE ARTS Grade 7: Reading Standards for Literature: RL7 Reading Standards for Informational Text: RI7 Reading Standards: Foundational Skills : RF7 Writing Standards: W7 Speaking and Listening Standards: SL7 Language Standards: L7</p>		
Grade 7	<p>W.7.1 - (see also WHST.6-8.1) 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.</p> <p>W.7.2 - (see also WHST.6-8.2) Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>I. Writing, Grammar, and Usage</p> <p>A. Writing and Research</p> <ul style="list-style-type: none"> • Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.

	<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent</p>	
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	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 - (<i>see also WHST.6-8.5</i>) 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 7 on page 52.)</p> <p>W.7.6 - (<i>see also WHST.6-8.6</i>) 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</p> <p>W.7.10 - (<i>see also WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>W.7.7 - (<i>see also WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 - (<i>see also WHST.6-8.8</i>) 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.</p> <p>W.7.9 - (<i>see also WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same</p>	<ul style="list-style-type: none"> • Write research essays, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea)\ organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography

	<p>period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> 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”).</p> <p>W.7.10 - (<i>see also WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 - [<i>Audience Role</i>] Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 - [<i>Audience Role</i>] Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>B. Speaking and Listening</p> <ul style="list-style-type: none"> • Participate civilly and productively in group discussions.
	<p>SL.7.4 - Present claims and findings, emphasizing salient</p>	<ul style="list-style-type: none"> • Give a short speech to the class that is well-organized and

	<p>points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>well- supported.</p>
	<p>SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6 - 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.)</p> <p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word</p>	<ul style="list-style-type: none"> • Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.
<p>Grade 7</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and</p>	<p>C. Grammar</p> <p>Parts of the Sentence</p> <ul style="list-style-type: none"> • Prepositional phrases <ul style="list-style-type: none"> Identify as adjectival or adverbial Identify word(s) modified by the prepositional

	<p>compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>	<p>phrase</p> <p>Object of preposition (note that pronouns are in objective case) Punctuation of prepositional phrases</p>
	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> • Subject and verb <ul style="list-style-type: none"> Find complete subject and complete predicate Identify simple subject and simple verb (after eliminating prepositional phrases): <ul style="list-style-type: none"> in statements in questions in commands (you understood) with there and here Auxiliary verbs Noun of direct address Subject-verb agreement: <ul style="list-style-type: none"> with compound subjects with compound subjects joined by <i>or</i> with indefinite pronouns (for example, everyone, anyone, some, all)
	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general</p>	<ul style="list-style-type: none"> • Complements <ul style="list-style-type: none"> Find direct and indirect objects Review linking vs. action verbs Predicate

	<p>and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>nominative Predicate adjective</p>
	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	<ul style="list-style-type: none"> • Appositives Identify and tell which noun is renamed Use of commas with appositive phrases
	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> • Participles Identify past, present participles Identify participial phrases Find the noun modified Commas with participial phrases
	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> • Gerunds and gerund phrases Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)
	<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> • Infinitives and infinitive phrases Adjective and adverb: find the word it modifies Noun: tell its use in the sentence
	<p>L.7.1 - Demonstrate command of the conventions of</p>	<p>Clauses</p>

	<p>standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> • Review: sentences classified by structure Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex
	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> • Review independent (main) v. dependent (subordinate) clauses
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	<p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>	<p>Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)</p>																																																																				
	<p>L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p>	<p>D. Spelling</p> <ul style="list-style-type: none"> Continue work with spelling, with special attention to commonly misspelled words, including: <table border="0"> <tr> <td>achievement</td> <td>despise</td> <td>muscular</td> <td>scholar</td> </tr> <tr> <td>address</td> <td>doesn't</td> <td>occasionally</td> <td></td> </tr> <tr> <td></td> <td>shepherd</td> <td>analysis</td> <td></td> </tr> <tr> <td></td> <td>environment</td> <td>offense</td> <td></td> </tr> <tr> <td></td> <td>sincerely</td> <td>anonymous</td> <td></td> </tr> <tr> <td></td> <td>excellent</td> <td>particularly</td> <td>sponsor</td> </tr> <tr> <td>argument</td> <td>existence</td> <td>persuade</td> <td>succeed</td> </tr> <tr> <td>beginning</td> <td>grammar</td> <td>politician</td> <td>surprise</td> </tr> <tr> <td>business</td> <td>hypocrisy</td> <td>prejudice</td> <td></td> </tr> <tr> <td></td> <td>tendency</td> <td>college</td> <td></td> </tr> <tr> <td></td> <td>immediately</td> <td>probably</td> <td></td> </tr> <tr> <td></td> <td>thorough</td> <td>conscience</td> <td>interpret</td> </tr> <tr> <td></td> <td>recognize</td> <td>truly</td> <td>control</td> </tr> <tr> <td></td> <td>knowledge</td> <td>remembrance</td> <td>women</td> </tr> <tr> <td>criticism</td> <td>lieutenant</td> <td>responsibility</td> <td>written</td> </tr> <tr> <td>definite</td> <td>medieval</td> <td>rhyme</td> <td></td> </tr> <tr> <td>description</td> <td>muscle</td> <td>sacrifice</td> <td></td> </tr> </table>	achievement	despise	muscular	scholar	address	doesn't	occasionally			shepherd	analysis			environment	offense			sincerely	anonymous			excellent	particularly	sponsor	argument	existence	persuade	succeed	beginning	grammar	politician	surprise	business	hypocrisy	prejudice			tendency	college			immediately	probably			thorough	conscience	interpret		recognize	truly	control		knowledge	remembrance	women	criticism	lieutenant	responsibility	written	definite	medieval	rhyme		description	muscle	sacrifice	
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	<p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>	<p>E. Vocabulary</p> <table border="0"> <thead> <tr> <th><u>Latin/Greek Word</u></th> <th><u>Meaning</u></th> <th><u>Examples</u></th> </tr> </thead> <tbody> <tr> <td>ab [L]</td> <td>away from</td> <td>abnormal, absent</td> </tr> <tr> <td>ad [L]</td> <td>to, forward</td> <td>advocate, advance</td> </tr> <tr> <td>amo [L]</td> <td>love</td> <td>amiable, amorous</td> </tr> <tr> <td>audio [L]</td> <td>hear</td> <td>audience, inaudible</td> </tr> <tr> <td>auto [G]</td> <td>self</td> <td>automobile,</td> </tr> <tr> <td>autocrat</td> <td>bene [L] good/well</td> <td>beneficial, benefit</td> </tr> <tr> <td>circum [L]</td> <td>around</td> <td>circulate,</td> </tr> <tr> <td>circumference</td> <td>celer [L] swift</td> <td>accelerate</td> </tr> <tr> <td>chronos [G]</td> <td>time</td> <td>chronological</td> </tr> </tbody> </table>	<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>	ab [L]	away from	abnormal, absent	ad [L]	to, forward	advocate, advance	amo [L]	love	amiable, amorous	audio [L]	hear	audience, inaudible	auto [G]	self	automobile,	autocrat	bene [L] good/well	beneficial, benefit	circum [L]	around	circulate,	circumference	celer [L] swift	accelerate	chronos [G]	time	chronological																																						
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circumference	celer [L] swift	accelerate																																																																				
chronos [G]	time	chronological																																																																				

		<p>cresco [L] grow increase, decrease cum [L] with compose, accommodate curro [L] run current, cursive, course demos [G] people democracy, epidemic erro [L] wander, stray error, erratic ex [L] from, out of exclaim, exhaust extra [L] outside extravagant, extraordinary facio [L] make effect, affect fero [L] bring, bear confer, defer fragilis [L] breakable fragile, fragment finis [L] end confine, finality homos [G] same homogenous hyper [G] over, beyond hypertension, hyperactive hypo [G] under, beneath hypodermic, hypothesis jacio [L] throw eject, interject judex [L] a judge judge, prejudice juro [L] swear jury, perjury makros [G] long macrocosm malus [L] bad malady, malice manus [L] hand manufacture, manuscript morphe [G] form metamorphosis, amorphous neos [G] new neophyte pan [G] all panorama, panacea pedis [L] foot pedal, biped polis [G] city metropolis pro [L] before, for proceed, propose, prodigy pseudos [G] a lie pseudonym re [L] back, again react, reply, revise scribo[L] write scribble, inscribe sentio [L] feel (with senses) sensation, sensual, sentry sequor [L] follow subsequent, sequel solvo [L] loosen solution, dissolve, solvent spectro [L] look at inspect, speculate, perspective strictus [L] drawn tight strict, constricted</p>
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		sub [L] under subdue, subject, subtract super [L] above superficial, superlative, supreme syn [G] together synchronize, synthesis tendo [L] stretch tension, intense, detention teneo [L] hold, keep contain, content, maintain trans [L] across transfer, transcontinental valeo [L] be strong prevail, valiant venio [L] come event, advent voco [L] call vocal, voice, vociferous volvo [L] revolve evolve, revolution zoon, zoe [G] animal, life zoology, protozoa
Grade 7	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p>	<p>II. Poetry</p> <p>A. Poems</p> <p>Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen) Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)</p>

	<p>(e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – 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.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content, choosing flexibly from a range of strategies</i>.</p> <p><i>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.</i></p> <p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i></p> <p><i>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.</i></p> <p><i>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).</i></p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations (associations) of</i></p>	
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	<i>words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i>	
	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>B. Elements of Poetry</p> <ul style="list-style-type: none"> • Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Stanzas and refrains
	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Forms ballad sonnet lyric narrative limerick haiku
	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse</p>	<ul style="list-style-type: none"> • Types of rhyme: end, internal, slant, eye

	<p>or stanza of a poem or section of a story or drama. L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Grade 7</p>	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9 – 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. RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the</p>	<p>III. Fiction and Drama A. Short Stories “The Gift of the Magi” (O. Henry) “The Necklace” (Guy de Maupassant) “The Secret Life of Walter Mitty” (James Thurber) “The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)</p>

	<p>grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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.</p> <p>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).</p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>B. Novels / Novellas <i>The Call of the Wild</i> (Jack London) <i>Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson)</p>

	<p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – 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.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,</p>	
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	<p><i>belligerent, bellicose, rebel</i>).</p> <p>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.</p> <p>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).</p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
	<p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>C. Elements of Fiction</p> <ul style="list-style-type: none"> • Review aspects of plot and setting
	<p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Theme
	<p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a</p>	<ul style="list-style-type: none"> • Point of view in narration omniscient

	<p>text.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>narrator unreliable narratorthird person limited first person</p>
	<p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Conflict: external and internal
	<p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Suspense and climax
	<p>RI.7.1 – (see also RH.6-8.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 – (see also RH.6-8.2) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 – (see also RH.6-8.3) 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).</p> <p>RI.7.4 – (see also RH.6-8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5 – (see also RH.6-8.5) Analyze the structure an</p>	<p>D. Essays and Speeches “Shooting an Elephant” (George Orwell) “The Night the Bed Fell” (James Thurber) “Declaration of War on Japan” (Franklin D. Roosevelt)</p>

	<p>author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 – (see also <i>RH.6-8.6</i>) 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.</p> <p>RI.7.7 – (see also <i>RH.6-8.7</i>) 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).</p> <p>RI.7.8 – (see also <i>RH.6-8.8</i>) 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.</p> <p>RI.7.10 – (see also <i>RH.6-8.10</i>) 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.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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., <i>belligerent, bellicose, rebel</i>). 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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	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – 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.</p>	<p>E. Autobiography</p> <ul style="list-style-type: none"> • <i>Diary of a Young Girl</i> (Anne Frank)

	<p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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.</p> <p>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).</p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and</p>	<p>F. Drama</p> <ul style="list-style-type: none"> • <i>Cyrano de Bergerac</i> (Edmond Rostand)

	<p>analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – 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.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content, choosing flexibly from a range of strategies</i>.</p> <p><i>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.</i></p>	
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	<p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i></p> <p><i>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.</i></p> <p><i>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).</i></p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p>	
	<p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Elements of drama Tragedy and comedy (review) Aspects of conflict, suspense, and characterization Soliloquies and asides
	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</i></p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>G. Literary Terms</p> <ul style="list-style-type: none"> • Irony: verbal, situational, dramatic

	<p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Flashbacks and foreshadowing
	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Hyperbole; oxymoron; parody
<p>Grade 7</p>	<p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, 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., <i>belligerent, bellicose, rebel</i>). 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). L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>IV. Foreign Phrases Commonly Used in English ad hoc - concerned with a particular purpose; improvised [literally, “to the thing”] bona fides - good faith; sincere, involving no deceit or fraud carpe diem - seize the day, enjoy the present caveat emptor - let the buyer beware, buy at your own risk de facto - in reality, actually existing in extremis - in extreme circumstances, especially at the point of death in medias res - in the midst of things in toto - altogether, entirely modus operandi - a method of procedure modus vivendi - a way of living, getting along persona non grata - an unacceptable or unwelcome person prima facie - at first view, apparently; self-evident pro bono publico - for the public good pro forma - for the sake of form, carried out as a matter of formality quid pro quo - something given or received in exchange for something else requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]</p>

		<p>sic transit gloria mundi - thus passes away the glory of the world sine qua non - something absolutely indispensable [literally, “without which not”] sub rosa - secretly</p>
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Grade 7 Correlation of Singapore Math and Ohio Learning Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships		7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>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.</i>	TB 1 Chapter 7 7.1-7.5 Pp172-209 71. pp180-185 WB pp. 40-44
2	Recognize and represent proportional relationships between quantities.	TB 1 7.1 Pp171-178
a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	TB1 pp171-178 SEE 8th grade TB 2 CH 5 Pp107-135
b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	TB1 7.2-7.5 Pp.175-196
c	Represent proportional relationships by equations. <i>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 $t = pn$.</i>	TB1 7.2-7.5 Pp.175-196
d	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.	SEE 8th grade TB 2 CH 5 Pp107-135
3	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups</i>	SEE 8th grade TB2 Chapter 7 Rate Ratio and percentage 7.5 application

	<i>and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	Pp190-199 TB2 Chapter 8 Financial transactions Pp210-229
The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	
a	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	TB1 Section 4.1 pp93-99 Section 4.5 pp. 110-111 WB pp18-19
b	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Absolute value def. pg 95 supplementary materials needed for practice. Additive inverse 4.1 and 4.2 Pgs 92-102
c	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.	TB 1 Additive inverse 4.1 and 4.2 Pgs 92-102
2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	TB1 4.3 Pp103-110
a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	TB1 4.5 Pp 103-122
b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with	Pg 109

	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 realworld contexts.	
c	Apply properties of operations as strategies to multiply and divide rational numbers.	TB 1 “Number laws”, 1.9 Pp25-30
d	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.	TB 1 2.5 Pp57-66
3	Solve real-world and mathematical problems involving the four operations with rational numbers. *Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	TB1 Ch 3 “Arithmetic problems” Pp70-91 WB pp12-17
Expressions and Equations 7.EE		
Use properties of operations to generate equivalent expressions.		
1	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	TB1 Chapter 5 and Chapter 6 Pp137-169
2	2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>	Pg150
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>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</i>	Tb1 6.5 166-170 WB1 pp33-35

	<i>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.</i>	
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.	TB1 Chapter 5 Pp136-151
a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53
b	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. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53 Graphing solution(s) set on number line need supplemental materials
Geometry 7.G		
Draw, construct, and describe geometrical figures and describe the relationships between them.		
1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	TB1 14.3 Pp386-388 WB121-123
2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a	Supplemental materials for geometry constructions needed Geometry work books- Many sources.

	unique triangle, more than one triangle, or no triangle.	
3	Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	TB1 Ch 11 11.3-11.4 Pp302-316
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Ch 12 12.2 pp339-347 WB1 pp99-103
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.	TB1 Chapter 9 “Introducing geometry” Pp231-256 P234, 238
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.	TB1 ex13.3 Pp 363-369 WB pg 108-109
Statistics and Probability 7.SP		
Use random sampling to draw inferences about a population.		
1	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.	SEE Grade 8. Supplementary materials will be needed to introduce the CC standards in grade 7- or use Grade 8 Syllabus D2 (Grade 8) text books. TB2 12.1 collection and presentation of data
2	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. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	TB2 Chapter 12 Statistics 1 Supplement “random sample” activities and definitions

Draw informal comparative inferences about two populations.		
3	3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	See Grade 8 TB2 Chapter 13 Statistics 2 13.1 -13.3 Supplement “Absolute deviation”
4	4. Use measures of center and measures of variability for numerical data From random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	See Grade 8 TB2 Chapter 13 Statistics 2 13.1 -13.3
Investigate chance processes and develop, use, and evaluate probability models.		
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.	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
7	Develop a probability model and use it to find probabilities of events.	Supplemental materials needed for all probability standards 5, 6, 7 and 7a

	Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
a	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.	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.	Supplemental materials needed for all probability standards 5, 6, 7 and 7a
c	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	See 8th grade TB2 Statistics 1 Collection of data Frequency charts Pp 333-346 Supplemental materials needed for all probability standards 5, 6, 7 and 7a

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Science: Grade 7

Acronym Guide for Ohio State Standards for Science Grade 7: Earth and Space Science: ESS Life Science: LS Physical Science: PS		Teacher & Student Resources: Science Explorer Series
<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>	
ESS: Cycles and Patterns of the Earth and Moon 1. The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
2. Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
3. The atmosphere has different properties at different elevations and contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
4. The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.	
LS: Cycles of Matter and Flow of Energy 1. Matter is transferred continuously between one organism to another and between organisms and their physical environments.	Early theories of matter	
2. In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.	Evolution Extinction and Speciation Natural Selection – Charles Darwin	
PS: Conservation of Mass and Energy 1. The properties of matter are determined by the arrangement of atoms.	Atomic Structure <ul style="list-style-type: none"> • Molecules • Compounds Early Theories of Matter	
2. Energy can be transformed or transferred but never	Energy for most life on earth comes from the sun, typically from sun, to	

lost.	<p>plants, to animals, back to plants</p> <p>Chemical Bonds and Reactions</p> <p>Photosynthesis</p> <p>Respiration</p>
3. Energy can be transferred through a variety of ways.	<p>Energy for most life on earth comes from the sun, typically from sun, to plants, to animals, back to plants</p> <p>Living cells get most of their energy through chemical reactions</p> <p>Photosynthesis</p> <p>Respiration</p>

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 7

Strand	<p>Theme for Ohio State Standards for Social Studies Grade 7: <i>World Studies From 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i></p> <p>Teacher Resources: World History by Era, Volumes 7, 8, and 9 various authors A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 1 and 2, William J. Bennett The First World War & The Second World War, John Keegan</p> <p>Student Resources: Packet of primary texts, Barney Charter School Initiative All Quiet on the Western Front, Erich Maria Remarque The Diary of a Young Girl, Anne Frank (selections)</p>	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values. 	<i>The Diary of a Young Girl, Anne Frank</i>
	<p>Early Civilizations:</p> <ol style="list-style-type: none"> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity. 	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
	<p>Feudalism and Transitions:</p> <ol style="list-style-type: none"> Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the 	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.

	<p>Turks.</p> <ol style="list-style-type: none"> 4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. 6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 	
	<p>First Global Age:</p> <ol style="list-style-type: none"> 8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. 10. European economic and cultural influence dramatically increased through explorations, conquests and colonization. 11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. 	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
Geography	<p>Spatial Thinking and Skills:</p> <ol style="list-style-type: none"> 12. Maps and other geographic representations can be used to trace the development of human settlement over time. 	<p>Geography of the United States Population: expansion of settlement, population density</p>
	<p>Human Systems:</p> <ol style="list-style-type: none"> 13. Geographic factors promote or impede the movement of people, products and ideas. 14. Trade routes connecting Africa, Europe and Asia 	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>

	<p>fostered the spread of technology and major world religions.</p> <p>15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	
Government	<p>Civic Participation and Skills:</p> <p>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Roles and Systems of Government:</p> <p>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>	<p>Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p>Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Scarcity:</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.</p>
	<p>Markets:</p> <p>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>Supplemental materials needed for all economic standards. Suggest study.com or BrainPop websites for additional resources.</p>

	<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a</p>	
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	<p>narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 - (<i>see also WHST.6-8.4</i>) 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.)</p> <p>W.8.5 - (<i>see also WHST.6-8.5</i>) 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 on page 52.)</p> <p>W.8.6 - (<i>see also WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.10 - (<i>see also WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection,</p>	
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	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
	<p>W.8.7 - (<i>see also WHST.6-8.7</i>) 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.</p> <p>W.8.8 - (<i>see also WHST.6-8.8</i>) 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.</p> <p>W.8.9 - (<i>see also WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> 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”).</p> <p>b. Apply <i>grade 8 Reading standards</i> 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”).</p> <p>W.8.10 - (<i>see also WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Write research essays, with attention to <ul style="list-style-type: none"> asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when <ul style="list-style-type: none"> taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography
	<p>SL.8.1 - Engage effectively in a range of collaborative</p>	<p>B. Speaking and Listening</p>

<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><i>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.</i></p> <p><i>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</i></p> <p><i>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</i></p> <p><i>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</i></p> <p>SL.8.2 - [Audience Role] <i>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.</i></p> <p>SL.8.3 - [Audience Role] <i>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.</i></p>	<ul style="list-style-type: none"> • Participate civilly and productively in group discussions.
<p>SL.8.4 - 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.</p> <p>SL.8.5 - Integrate multimedia and visual displays into</p>	<ul style="list-style-type: none"> • Give a short speech to the class that is well-organized and well-supported.

	<p>presentations to clarify information, strengthen\ claims and evidence, and add interest.</p>	
	<p>SL.8.4 - 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.</p> <p>SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.
	<p>W.8.2 - (<i>see also WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant</p>	<p>Misplaced modifiers</p> <ul style="list-style-type: none"> • Phrases and clauses go as near as possible to the word(s) they modify. <p>Dangling modifiers Two-way modifiers</p>

<p>content.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Establish and maintain a formal style.</p> <p>W.8.5 - (<i>see also WHST.6-8.5</i>) 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 on page 52.)</p>	
<p>W.8.1 - (<i>see also WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>W.8.2 - (<i>see also WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c. Use appropriate and varied transitions to create</p>	<p>Parallelism</p> <ul style="list-style-type: none"> • Parallelism is expressing ideas of equal importance using the same grammatical constructions. • Kinds of parallelism <ul style="list-style-type: none"> coordinate (using coordinating conjunctions <i>and, but, or, nor, yet</i>) compared/contrasted correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also) • Correcting faulty parallelism <ul style="list-style-type: none"> repeating words (articles, prepositions, pronouns) to maintain parallelism completing parallel construction revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)

	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Establish and maintain a formal style.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>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.</p> <p>W.8.5 - (<i>see also WHST.6-8.5</i>) 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.)</p>	
	<p>W.8.1 - (<i>see also WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Sentence variety</p> <ul style="list-style-type: none"> • Review sentences classified by structure: simple, compound, complex, compound-complex. • Varying sentence length and structure to avoid monotony

	<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>W.8.2 - (<i>see also WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Establish and maintain a formal style.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>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.</p> <p>W.8.5 - (<i>see also WHST.6-8.5</i>) 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 on page 52.)</p>	<ul style="list-style-type: none"> • Varying sentence openings
	<p>L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>D. Spelling</p> <ul style="list-style-type: none"> • Continue work with spelling, with special attention to commonly misspelled words, including:

	c. Spell correctly.	absence counterfeit guarantee permanence accommodate courageous hygiene physician analysis curiosity independence prairie attendance defendant laboratory sergeant believe dessert library souvenir bureau desperate lightning straight capitol dissatisfied maintenance technique colonel extraordinary mileage temporary committee fascinating necessary vacuum correspondence foreign occurrence whether																																																																		
	<p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p>	<p>E.</p> <p>Vocabulary</p> <table border="0"> <thead> <tr> <th><u>Latin /Greek Word</u></th> <th><u>Meaning</u></th> <th><u>Examples</u></th> </tr> </thead> <tbody> <tr> <td></td> <td>aequus [L]</td> <td>equal</td> </tr> <tr> <td></td> <td></td> <td>equal, equation</td> </tr> <tr> <td>ago, acta [L]</td> <td>do, things done</td> <td>agent, enact, transact</td> </tr> <tr> <td>anthropos [G]</td> <td>man, human being</td> <td>anthropology,</td> </tr> <tr> <td></td> <td></td> <td>misanthrope</td> </tr> <tr> <td>ars [L]</td> <td>art</td> <td>artist,</td> </tr> <tr> <td></td> <td></td> <td>artifact</td> </tr> <tr> <td>brevis [L]</td> <td>short</td> <td>brevity,</td> </tr> <tr> <td>abbreviate</td> <td>canto [L]</td> <td>sing</td> </tr> <tr> <td></td> <td></td> <td>chant, cantor</td> </tr> <tr> <td>caput [L]</td> <td>head</td> <td>captain,</td> </tr> <tr> <td></td> <td></td> <td>decapitate</td> </tr> <tr> <td>bend</td> <td>clino [L]</td> <td>to lean,</td> </tr> <tr> <td></td> <td></td> <td>incline, decline</td> </tr> <tr> <td>cognito [L]</td> <td>know</td> <td>cognizant,</td> </tr> <tr> <td></td> <td></td> <td>recognize</td> </tr> <tr> <td>copia [L]</td> <td>plenty</td> <td>copy,</td> </tr> <tr> <td></td> <td></td> <td>copious</td> </tr> <tr> <td>credo [L]</td> <td>believe</td> <td>credible,</td> </tr> <tr> <td>incredulous</td> <td>culpa [L]</td> <td>blame</td> </tr> <tr> <td></td> <td></td> <td>culpable, culprit</td> </tr> </tbody> </table>	<u>Latin /Greek Word</u>	<u>Meaning</u>	<u>Examples</u>		aequus [L]	equal			equal, equation	ago, acta [L]	do, things done	agent, enact, transact	anthropos [G]	man, human being	anthropology,			misanthrope	ars [L]	art	artist,			artifact	brevis [L]	short	brevity,	abbreviate	canto [L]	sing			chant, cantor	caput [L]	head	captain,			decapitate	bend	clino [L]	to lean,			incline, decline	cognito [L]	know	cognizant,			recognize	copia [L]	plenty	copy,			copious	credo [L]	believe	credible,	incredulous	culpa [L]	blame			culpable, culprit
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		<p>dominus [L] a lord, master dominate, dominion duco [L] lead abduct, introduce fido [L] to trust, believe confide, infidel fundo, fusum [L] pour, thing poured effusive, transfusion genus [L] kind, origin generic, congenital holos [G] whole holistic, catholic jungo [L] join junction, conjugal lego, lectum [L] read, thing read intellect, legible locus [L] a place local, dislocate loquor [L] speak eloquent, loquacious medius [L] middle mediate, mediocrity missio [L] a sending emissary, mission morior [L] die mortal nego [L] deny negate nihil [L] nothing nihilism, annihilate occido [L] kill homicide, suicide pathos[G] suffering, feeling sympathy, apathy pendo [L] weigh, hang depend, pendant per [L] through perceive, persist, persevere phobos [G] fear phobia, claustrophobia plenus [L] full plenty, plenary positum [L] placed position, opposite porto [L] carry transport, export possum [L] be able possible, potent</p>
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		<p>pugno [L] to fight impugn, pugnacious punctum [L]point punctual, punctuation rego [L] to rule regular, regency sanguis [L] blood sanguine satis [L] enough satisfy scio [L] know science, conscious solus [L] alone solo, desolate sonus [L] a sound unison, consonant sophos [G] wise philosophy, sophomore spiritus [L] breath inspire, spirit</p> <p>totus [L] whole totalitarianism tractum [L] drawn, pulled distract, tractor usus [L] use abuse, utensil vacuus [L] empty evacuate, vacuum verbum [L] word verbal verto [L] turn avert, convert, anniversary via [L] way, road deviate, viaduct</p>
<p>Grade 8</p>	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative</p>	<p>II. Poetry</p> <p>A. Poems Buffalo Bill’s (e.e. cummings) Chicago (Carl Sandburg) Do Not Go Gentle into That Good Night (Dylan Thomas) How do I love thee? (Elizabeth Barrett Browning) How They Brought the Good News From Ghent to Aix (Robert Browning) I dwell in possibility; Apparently with no surprise (Emily</p>

	<p>and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>Dickinson)</p> <p>The Lake Isle of Innisfree (William B. Yeats)</p> <p>Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth)</p> <p>Mending Wall; The Gift Outright (Robert Frost)</p> <p>Mr. Flood’s Party (Edward Arlington Robinson)</p> <p>Polonius’s speech from <i>Hamlet</i>, “Neither a borrower nor a lender be . . .” (William Shakespeare)</p> <p>Ozymandias (Percy Bysshe Shelley)</p> <p>Sonnet 18, “Shall I compare thee. . .” (William Shakespeare)</p> <p>Spring and Fall (Gerald Manley Hopkins)</p> <p>A Supermarket in California (Allen Ginsberg)</p> <p>Theme for English B (Langston Hughes)</p> <p>We Real Cool (Gwendolyn Brooks)</p>
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	<p>meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
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	<p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> •Review: <ul style="list-style-type: none"> forms: ballad, sonnet, lyric, narrative, limerick, haiku stanzas and refrains types of rhyme: end, internal, slant, eye metaphor and simile <ul style="list-style-type: none"> extended and mixed metaphors imagery, symbol, personification allusion
Grade 8	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or</p>	<p>III. Fiction, Nonfiction, and Drama</p> <p>A. Short Stories</p> <p>“The Bet” (Anton Chekov)</p> <p>“Dr. Heidegger’s Experiment” (Nathaniel Hawthorne)</p> <p>“God Sees the Truth But Waits” (Leo Tolstoy)</p>

	<p>incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>d. Verify the preliminary determination of the</p>	<p>“An Honest Thief” (Fyodor Dostoyevsky) “The Open Boat” (Stephen Crane)</p>
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	<p>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
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	<p>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.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations</p>	
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	<p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>C. Elements of Fiction</p> <ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> plot and setting theme point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person conflict: external and internal suspense and climax • Characterization <ul style="list-style-type: none"> as delineated through a character’s thoughts, words, and deeds; through the narrator’s description; and through what other characters say flat and round; static and dynamic motivation protagonist and antagonist • Tone and diction
	<p>RI.8.1 - (<i>see also RH.6-8.1 and RST.6-8.1</i>) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 – (<i>see also RH.6-8.2 and RST.6-8.2</i>) 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.</p>	<p>D. Essays and Speeches</p> <p>“Ask not what your country can do for you” (John F. Kennedy’s Inaugural Address)</p> <p>“I have a dream”; “Letter from Birmingham Jail” (Martin Luther King, Jr.)</p> <p>“Death of a Pig” (E. B. White)</p> <p>“The Marginal World” (Rachel Carson)</p>

	<p>RI.8.3 – (see also <i>RH.6-8.3</i>) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 – (see also <i>RH.6-8.4</i> and <i>RST.6-8.4</i>) 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.</p> <p>RI.8.5 – (see also <i>RH.6-8.5</i> and <i>RST.6-8.5</i>) 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.</p> <p>RI.8.6 – (see also <i>RH.6-8.6</i> and <i>RST.6-8.6</i>) 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.</p> <p>RI.8.7 – (see also <i>RH.6-8.7</i>) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 – (see also <i>RH.6-8.8</i> and <i>RST.6-8.8</i>) 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.</p> <p>RI.8.10 – (see also <i>RH.6-8.10</i> and <i>RST.6-8.10</i>) 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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function</p>	
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	<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p>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.</p> <p>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).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>E. Autobiography Selections from <i>I Know Why the Caged Bird Sings</i> (Maya Angelou)</p>

<p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p>	
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	<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is</p>	<p>F. Drama</p> <ul style="list-style-type: none"> • <i>Twelfth Night</i> (William Shakespeare)

	<p>rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
	<p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or</p>	<ul style="list-style-type: none"> • Elements of Drama Review: tragedy and comedy aspects of conflict, suspense, and characterization soliloquies and asides

	<p>incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Farce and satire</p> <p>Aspects of performance and staging actors and directors sets, costumes, props, lighting, music presence of an audience</p>
	<p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>G. Literary Terms</p> <ul style="list-style-type: none"> • Irony: verbal, situational, dramatic • Flashbacks and foreshadowing • Hyperbole, oxymoron, parody
Grade 8	<p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function</p>	<p>IV. Foreign Phrases Commonly Used in English</p> <p>au revoir - goodbye, until we see each other again avant-garde - a group developing new or experimental concepts, a vanguard</p>

<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>receded</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>bête noire - a person or thing especially dreaded and avoided [literally, “black beast”]</p> <p>c’est la vie - that’s life, that’s how things happen</p> <p>carte blanche - full discretionary power [literally, “blank page”]</p> <p>cause célèbre - a very controversial issue that generates fervent public debate [literally, a “celebrated case”]</p> <p>coup de grâce - a decisive finishing blow</p> <p>coup d’état - overthrow of a government by a group</p> <p>déjà vu - something overly familiar [literally, “already seen”]</p> <p>enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]</p> <p>fait accompli - an accomplished fact, presumably irreversible</p> <p>faux pas - a social blunder [literally, “false step”]</p> <p>Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr.</p> <p>merci - thank you</p> <p>pièce de résistance - the principal part of the meal, a showpiece item</p> <p>raison d’être - reason for being</p> <p>savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, “to know (how) to do”]</p> <p>tête-à-tête - private conversation between two people [literally, “head to head”]</p>
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Grade 8 Correlation to Ohio Learning Standards

A First Course In Algebra, Weeks & Adkins Correlated to the Common Core State Standards for Mathematics

*Key: TB = Textbook (Weeks & Adkins), WB = Workbook

Standards	Common Core Descriptor	Singapore Math Page Citation A First Course in Algebra by Weeks and Adkins CH. 1-14
The Number System		8.NS
Know that there are numbers that are not rational, and approximate them by rational numbers.		
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.	SEE Grade 7 -TB Syllabus D-1(grade 7) 4.5 Pages 110-11 WB D-1 p. 18-19
2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, 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.</i>	TB D-2 7.1 p 158-160
Expressions and Equations		8.EE
Work with radicals and integer exponents.		
1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For</i>	TB D2 p. 30-47 1.1 and 1.2 pages 6-14

	<i>example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.</i>	WB ch 1 pg 3-5
2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	See grade 7 TB D1 4.3 pg 103 106
3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>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.</i>	See grade 7 TB D1 pg 47 Grade 8 TB 2 pp. 14-20 WB ch 1 pp. 1-4
4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	SEE FOSS science and supplemental materials, Exponents and significant figures. TB D pp. 14-19
Understand the connections between proportional relationships, lines, and linear equations.		
5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	TB 2 5.3 pp. 116-128 WB syllabus D-2 pp.44-47
6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical	TB2 pp. 108-110 pp. 114-115

	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.		
7	Solve linear equations in one variable.	TB2 6.1 pp. 153-160
a	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).	TB 2 5.1-1.5 Pp 108-128
b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	TB2 pp. 125-130 WB pp. 40-52
8	Analyze and solve pairs of simultaneous linear equations.	TB2 Ch6 6.1-6.4
a	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.	TB 2 6.1-6.2 Pp 139-145
b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	WB- pp53-57 TB2 Pp139-155

Functions		8.F
Define, evaluate, and compare functions.		
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. *Function notation is not required in Grade 8.	TB2 CH3, CH4, CH 6 5.1 ordered pairs P110 5.2-5.5 pp 112-128
2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>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.</i>	TB2 CH3, CH4, CH 6 5.1 ordered pairs P110 5.2-5.5 pp 112-128
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. <i>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.</i>	TB2 CH3, CH4, CH 6 5.1 ordered pairs P110 5.2-5.5 pp 112-128
Use functions to model relationships between quantities.		
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	Supplemental text book needed. Suggest state approved textbook Holt, McDougal, cc Algebra 1 Holt McDougal Larson, et al. 2011

	graph or a table of values.	
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.	Supplemental text book needed for understanding functions Suggest state approved textbook CC McDougal
Geometry		
8.G		
Understand congruence and similarity using physical models, transparencies, or geometry software.		
1	Verify experimentally the properties of rotations, reflections, and translations:	TB2 CH 11 Motion geometry Pp281-329
a	Lines are taken to lines, and line segments to line segments of the same length.	TB2 CH 11 Motion geometry Pp281-329
b	Angles are taken to angles of the same measure.	TB2 CH 11 Motion geometry Pp281-329
c	Parallel lines are taken to parallel lines.	TB2 CH 11 Motion geometry Pp281-329
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.	TB2 CH 11 Motion geometry Pp281-329
3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	TB2 CH 11 Motion geometry Pp281-329
4	Understand that a two-dimensional figure is similar to	TB2 CH 11 Motion geometry

	another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.	Pp281-329 WB 114-129
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. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	TB2 CH 8 8.1-8.2 pp170-192 10.4-10.6 10.2 pp260-263
Understand and apply the Pythagorean Theorem.		
6	Explain a proof of the Pythagorean Theorem and its converse.	TB2 CH10 10.1 Pp 245-256 WB 107-113
7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Pp253
8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Pp253-258
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.		
9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	TB2 Chapter 9 Mensuration 9.1-9.5 Pp221-246
Statistics and Probability		8.SP
1	Construct and interpret scatter plots for bivariate	Book 2

	<p>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.</p>	<p>CH12 statistics Pp332-364</p>
2	<p>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.</p>	<p>Book 2 CH12 statistics Pp332-364</p>
3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>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.</i></p>	<p>TB2 Chapter 12 and 13 Pp331-387</p> <p>Supplemental material needed for Slope interpretation word problems</p>

are in direct contact or when they are not touching.	<ul style="list-style-type: none"> • Examples of familiar forces (gravity, magnetic force)
2. Forces have magnitude and direction.	<p>Forces:</p> <ul style="list-style-type: none"> • Measuring force • Unbalanced forces cause change in velocity <p>Motion:</p> <ul style="list-style-type: none"> • Velocity and speed
3. There are different types of potential energy.	<p>Energy:</p> <ul style="list-style-type: none"> • Energy is defined as the ability to do work • Two main types of energy: kinetic and potential • Some types of potential: gravitational, chemical, elastic and electromagnetic • Some types of kinetic: moving objects, heat, sound and other waves • Energy is conserved in a system • Albert Einstein biography

Northwest Ohio Classical Academy – Ohio Learning Standards Alignment Social Studies: Grade 8

Strand	<p>Theme for Ohio State Standards for Social Studies Grade 8: <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i></p> <p>Teacher Resources: A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 2 and 3, William J. Bennett</p> <p>Student Resources: Packet of primary texts, Barney Charter School Initiative</p>	
	<i>Ohio Learning Standards</i>	<i>Core Knowledge Sequence</i>
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. 	<p>Primary texts provided via supplemental materials from the Barney Charter School Initiative and outside sources, including teachingamericanhistory.com</p>
	<p>Colonization to Independence:</p> <ol style="list-style-type: none"> 2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. 3. Competition for control of territory and resources in North America led to conflicts among colonizing powers. 4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States. 5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution. 	<p>Civics:</p> <ul style="list-style-type: none"> • Overview of the US Constitution Human nature, natural law, natural rights <p>Also: See grade 6 (esp. on topic of Enlightenment)</p> <p>Some supplemental material required here (Recommended teacher resources already cover this content and can be adapted to this use).</p>
	A New Nation:	Civics: The Constitution

	<p>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<ul style="list-style-type: none"> • Overview of the US Constitution <p>Some supplemental material required here (Recommended teacher resources already cover this content and can be adapted to this use).</p>
	<p>Expansion:</p> <p>9. The United States added to its territory through treaties and purchases.</p> <p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	See grade 5
	<p>Civil War and Reconstruction:</p> <p>11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p> <p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>	See grade 5
Geography	<p>Spatial Thinking and Skills:</p> <p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p>Breakup of British Empire</p> <ul style="list-style-type: none"> • Geography of South Asia <p>Creation of People’s Republic of China</p> <ul style="list-style-type: none"> • Geography of China <p>Geography of the Middle East</p> <ul style="list-style-type: none"> • Oil: world’s most valuable commodity • Egypt • Israel • Middle East states and cities • Turkey <p>The End of the Cold War</p> <ul style="list-style-type: none"> • Geographical consequences of the breakup of USSR

		Geography of Canada Geography of Mexico
	<p>Human Systems:</p> <p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>	See grade 5 and grade 6.
Government	<p>Civic Participation and Skills:</p> <p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>19. Informed citizens understand how media and communication technology influence public opinion.</p>	<p>Civics: The Constitution</p> <ul style="list-style-type: none"> • Overview <p>Also, see grade 6</p>
	<p>Roles and Systems of Government:</p> <p>20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p> <p>21. The U.S. Constitution protects citizens' rights by limiting the powers of the government.</p>	<p>Civics: The Constitution</p> <ul style="list-style-type: none"> • Overview • Legislative branch • Executive branch • Judiciary • Bill of Rights

Economics	Economic Decision Making and Skills: 22. Choices made by individuals, businesses and governments have both present and future consequences.	Rise of Social and Environmental Activism <ul style="list-style-type: none"> • EPA, Clean Air and Water Act
	Production and Consumption: 23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	See grade 6.
	Markets: 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.
	Financial Literacy: 25. The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.	Supplemental materials needed for this standard. Suggest study.com or BrainPop websites for additional resources.

Northwest Ohio Classical Academy World Languages Scope and Sequence				
Ohio State 6 th - 8 th Grade World Languages Standards		Classical Curriculum Alignment Text Resource: Wheelock's Latin, 7 th Edition, Frederic M. Wheelock and Richard A. LaFleur		
Communication Standard	Communicate in languages other than English, both in person and via technology.	6 th Grade Latin 1A	7 th Grade Latin 1B	8 th Grade Latin 2
Interpretive Communication	Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.			
Competency 1: Derive meaning from basic messages and texts using listening, reading and viewing strategies. <ol style="list-style-type: none"> Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts. Make use of print and digital resources to understand the meaning of new words and expressions. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions. Use knowledge of the situation, the purpose of communication or 		Chapter 1: -Reading and translating Chapter 2: -Nouns and adjectives Chapter 3: -Second declension nouns	Review of Chapters 1-10: -Reading and translating Chapter 11: -Personal pronouns -Demonstratives is and idem Chapter 13: -Reflexive	Review of Chapters 1-22: -Reading and translating Chapters 23-32

<p>context clues to understand basic messages.</p> <p>f. Interpret gestures, intonation and tone to comprehend basic verbal and nonverbal messages.</p>	<p>and adjectives -Word order Chapters 4-10</p>	<p>pronouns and possessives Chapters 14-22</p>	
<p>Competency 2: Identify how authentic sources convey viewpoints and use authentic sources critically.</p> <p>a. Differentiate between authentic and non-authentic sources and examine the suitability of authentic sources for specific tasks.</p> <p>b. Recognize the viewpoint of an authentic source and determine who produced the text, when why and for whom.</p> <p>c. Compare and demonstrate how different authentic sources treat the same topic, event or viewpoint.</p> <p>d. Use information and viewpoints from authentic sources to inform or enhance a basic conversation, presentation or expression of creativity.</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>
<p>Competency 3: Comprehend and interpret basic information in authentic messages and informational texts.</p> <p>a. Follow simple, multistep instructions, directions and requests.</p> <p>b. Answer basic questions about authentic messages and informational texts.</p> <p>c. Identify, sequence and classify people, places, things or events based on basic descriptions.</p> <p>d. Identify and use the essential elements of written informational texts to summarize and relate the main idea and basic details.</p> <p>e. Draw basic conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.</p> <p>f. Use and share information from authentic sources to solve basic problems, complete basic tasks or reinforce concepts across the curriculum.</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>
<p>Competency 4: Comprehend and interpret basic information about the main idea and relevant details in authentic literary texts.</p> <p>a. Answer basic questions about literary texts.</p> <p>b. Sequence events in literary texts.</p> <p>c. Provide basic descriptions of characters and settings that include some details.</p> <p>d. Predict the outcomes of stories, fables and narratives.</p> <p>e. Demonstrate comprehension of literary texts through the creation of basic artistic and/or technology-enhanced representations.</p> <p>f. Demonstrate understanding by participating in moderated</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Wheelock's Latin Reader: Selections from</p>

<p>discussions about aspects of short literary pieces.</p> <p>g. Classify short literary pieces by genre and identify characteristics of those genre classifications.</p>				Latin Literature
Communication Standard	Communicate in languages other than English, both in person and via technology.			
Interpersonal Communication	Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.			
<p>Competency 1: Negotiate meaning using requests, clarifications and conversation strategies.</p> <p>a. Use common expressions to make requests and seek clarification.</p> <p>b. Ask and answer questions to clarify information.</p> <p>c. Rephrase a question or statement or provide additional details to clarify meaning.</p> <p>d. Observe or use basic nonverbal clues to help clarify meaning.</p> <p>e. Use basic conversation strategies to steer interactions.</p>		<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>	<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>	<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>
<p>Competency 2: Interact with others using culturally appropriate language and gestures on a range of familiar topics.</p> <p>a. Engage in greetings, introductions and leave-taking.</p> <p>b. Ask and answer simple and somewhat complex questions on personal and familiar topics.</p> <p>c. Give and follow sequences of simple and somewhat more complex directions, requests or instructions to engage in a limited variety of social, educational and cultural tasks and activities.</p> <p>d. Share basic descriptions of people, places, things or events.</p> <p>e. Initiate, carry on and conclude increasingly complex conversations and interviews on a limited range of personal, general knowledge, academic and interdisciplinary topics and issues.</p> <p>f. Use language to acquire basic goods, services or information.</p> <p>g. Provide basic information or services using knowledge of the target language and culture.</p> <p>h. Collaborate to accomplish basic tasks or to propose solutions to</p>		*Classroom discussion	*Classroom discussion	*Classroom discussion

common problems affecting local and global communities.				
Competency 3: Express preferences, feelings, emotions and opinions about a range of familiar topics. <ol style="list-style-type: none"> Express basic feelings and emotions in reaction to an announcement, a surprise or an event. Ask and answer basic questions about feelings, emotions and preferences. React to, exchange, compare and support basic preferences and opinions about familiar personal, academic and contemporary or historical topics. Give basic advice to a peer or family member and consider how to adjust advice, if necessary, based on his/her emotional response or counterargument. 		*Classroom discussion	*Classroom discussion	*Classroom discussion
Communication Standard	Communicate in languages other than English, both in person and via technology.			
Presentational Communication	Learners present information, concepts, ideas and viewpoints on a variety of topics to audience of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.			
Competency 1: Convey meaning using writing processes and presentation strategies. <ol style="list-style-type: none"> Plan basic texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns. Organize thoughts and choose resources. Produce initial drafts/presentations while keeping audience, context and purpose in mind. Revise and edit texts/presentations using tools that focus attention and promote reflection on meaning, form and mechanics. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning. 		Workbook for Wheelock's Latin	Workbook for Wheelock's Latin	Workbook for Wheelock's Latin

<p>f. Rehearse presentations using basic delivery strategies.</p> <p>g. Use appropriate techniques to cite sources and avoid plagiarism.</p>				
<p>Competency 2: Present information, concepts and viewpoints on a range of familiar topics from across disciplines.</p> <p>a. Create and present basic lists and classifications.</p> <p>b. Tell a personal story or anecdote that relates basic details.</p> <p>c. Describe people, places, things, actions or ideas in basic terms to educate or entertain others.</p> <p>d. Explain a basic process or concept.</p> <p>e. Provide or demonstrate basic rules, regulations and/or policies.</p> <p>f. Publicize an event, program or recent success by providing relevant details.</p> <p>g. Recognize and name common products and services and advocate for or against them to an audience of peers and/or family members.</p> <p>h. Motivate others to meet or exceed personal or shared goals.</p> <p>i. Propose solutions to basic issues or problems.</p> <p>j. Advise others about an option, idea, plan or perspective using a range of simple to somewhat more complex language.</p> <p>k. Create and present a basic opening statement or closing argument in support of or against an issue of shared concern.</p> <p>l. Synthesize simple and somewhat more detailed interdisciplinary information and content to create and present basic reports, presentations and/or projects.</p>		*Classroom discussion	*Classroom discussion	*Classroom discussion
<p>Competency 3: Present basic literary, creative and artistic endeavors to audiences near or far.</p> <p>a. Recite or retell authentic short stories, folktales, poems and rhymes using appropriate gestures.</p> <p>b. Dramatize or perform authentic songs, dances, skits or plays using appropriate gestures.</p> <p>c. Play music or produce an art/craft of the target culture and share basic information about it with others.</p> <p>d. Write and perform an original rhyme, story, poem, song, skit, dance or cartoon.</p> <p>e. Use visuals and sound to enhance basic performances.</p>		38 Latin Stories designed to accompany Wheelock's text	38 Latin Stories designed to accompany Wheelock's text	<i>Literature in the Roman World</i> , Oliver Taplin <i>A Handbook of Latin Literature</i> , H.J. Rose and E. Courtney
Cultures Standard	Gain and use knowledge and understanding of other cultures.			
	Through the target language, students examine the relationship among the products, practices and perspectives of the			

	<p>target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.</p>			
<p>Competency 1: Identify, examine and describe relationships among products, practices and perspectives and compare them across cultures.</p> <ol style="list-style-type: none"> a. Recognize, identify, describe and demonstrate patterns of behavior. b. Identify, examine and demonstrate how people meet their basic needs in different ways. c. Identify, examine and compare basic products, practices and perspectives of the U.S. and target cultures. d. Identify, compare and show the availability and affordability of products and services across cultures. e. Identify and name/list major institutions, contemporary and historical figures, contributions and time periods of the target culture(s). f. Recognize and identify simple examples of instances when languages and cultures have interacted with, influenced or changed each other over time. g. Identify and compare basic variations in products, practices and perspectives among and within target language communities. h. Recognize and identify cultural perspectives as they are portrayed in the media and other sources. i. Solve basic problems and complete simple tasks while learning to recognize and consider different cultural perspectives. 		<p><i>To Be a Roman: Topics in Roman Culture,</i> Margaret Brucia and Gregory Daugherty</p> <p>*Classroom Discussion</p>	<p><i>To Be a Roman: Topics in Roman Culture,</i> Margaret Brucia and Gregory Daugherty</p> <p>*Classroom Discussion</p>	<p>*Classroom Discussion</p>

<p>j. Recognize and identify global competency skills and relate them to possible career pathways.</p> <p>k. Develop global competency skills by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).</p>			
<p>Competency 2: Experience the target language and culture(s) and share information or personal reactions with others.</p> <p>a. Attend, view or participate in cross-cultural activities and target culture events.</p> <p>b. Experience and react to expressive products.</p> <p>c. Identify, examine, describe and create replicas of important objects, images and symbols.</p> <p>d. Use authentic digital and print media.</p> <p>e. Identify, classify and experience target community organizations and their resources.</p> <p>f. Interact and collaborate with target language speakers around common interests.</p> <p>g. Identify and begin using appropriate levels of formality or informality when interacting with members of the target culture(s).</p> <p>h. Develop an understanding that people in other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents view them.</p>	<p><i>Classical Mythology & More: A Reader Workbook,</i> Marianthe Colakis and Mary Joan Masello</p> <p>*Classroom discussion</p>	<p><i>Classical Mythology & More: A Reader Workbook,</i> Marianthe Colakis and Mary Joan Masello</p> <p>*Classroom discussion</p>	<p>*Classroom discussion</p> <p>*Supplemental materials needed for this standard</p>

Northwest Ohio Classical Academy World Languages Scope and Sequence				
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Competency 1: Derive meaning from basic messages and texts using listening, reading and viewing strategies. <ol style="list-style-type: none"> Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts. Make use of print and digital resources to understand the meaning of new words and expressions. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions. Use knowledge of the situation, the purpose of communication or 		Chapter 1: -Reading and translating Chapter 2: -Nouns and adjectives Chapter 3: -Second declension nouns	Review of Chapters 1-10: -Reading and translating Chapter 11: -Personal pronouns -Demonstratives is and idem Chapter 13: -Reflexive	Review of Chapters 1-22: -Reading and translating Chapters 23-32

<p>context clues to understand basic messages.</p> <p>f. Interpret gestures, intonation and tone to comprehend basic verbal and nonverbal messages.</p>	<p>and adjectives -Word order Chapters 4-10</p>	<p>pronouns and possessives Chapters 14-22</p>	
<p>Competency 2: Identify how authentic sources convey viewpoints and use authentic sources critically.</p> <p>a. Differentiate between authentic and non-authentic sources and examine the suitability of authentic sources for specific tasks.</p> <p>b. Recognize the viewpoint of an authentic source and determine who produced the text, when why and for whom.</p> <p>c. Compare and demonstrate how different authentic sources treat the same topic, event or viewpoint.</p> <p>d. Use information and viewpoints from authentic sources to inform or enhance a basic conversation, presentation or expression of creativity.</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>*Classroom discussion</p> <p>38 Latin Stories designed to accompany Wheelock's text</p>
<p>Competency 3: Comprehend and interpret basic information in authentic messages and informational texts.</p> <p>a. Follow simple, multistep instructions, directions and requests.</p> <p>b. Answer basic questions about authentic messages and informational texts.</p> <p>c. Identify, sequence and classify people, places, things or events based on basic descriptions.</p> <p>d. Identify and use the essential elements of written informational texts to summarize and relate the main idea and basic details.</p> <p>e. Draw basic conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.</p> <p>f. Use and share information from authentic sources to solve basic problems, complete basic tasks or reinforce concepts across the curriculum.</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Workbook for Wheelock's Latin</p>
<p>Competency 4: Comprehend and interpret basic information about the main idea and relevant details in authentic literary texts.</p> <p>a. Answer basic questions about literary texts.</p> <p>b. Sequence events in literary texts.</p> <p>c. Provide basic descriptions of characters and settings that include some details.</p> <p>d. Predict the outcomes of stories, fables and narratives.</p> <p>e. Demonstrate comprehension of literary texts through the creation of basic artistic and/or technology-enhanced representations.</p> <p>f. Demonstrate understanding by participating in moderated</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p>	<p>38 Latin Stories designed to accompany Wheelock's text</p> <p>Wheelock's Latin Reader: Selections from</p>

<p>discussions about aspects of short literary pieces.</p> <p>g. Classify short literary pieces by genre and identify characteristics of those genre classifications.</p>				Latin Literature
Communication Standard	Communicate in languages other than English, both in person and via technology.			
Interpersonal Communication	Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.			
<p>Competency 1: Negotiate meaning using requests, clarifications and conversation strategies.</p> <p>a. Use common expressions to make requests and seek clarification.</p> <p>b. Ask and answer questions to clarify information.</p> <p>c. Rephrase a question or statement or provide additional details to clarify meaning.</p> <p>d. Observe or use basic nonverbal clues to help clarify meaning.</p> <p>e. Use basic conversation strategies to steer interactions.</p>		<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>	<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>	<p>Workbook for Wheelock’s Latin</p> <p>*Classroom discussion</p>
<p>Competency 2: Interact with others using culturally appropriate language and gestures on a range of familiar topics.</p> <p>a. Engage in greetings, introductions and leave-taking.</p> <p>b. Ask and answer simple and somewhat complex questions on personal and familiar topics.</p> <p>c. Give and follow sequences of simple and somewhat more complex directions, requests or instructions to engage in a limited variety of social, educational and cultural tasks and activities.</p> <p>d. Share basic descriptions of people, places, things or events.</p> <p>e. Initiate, carry on and conclude increasingly complex conversations and interviews on a limited range of personal, general knowledge, academic and interdisciplinary topics and issues.</p> <p>f. Use language to acquire basic goods, services or information.</p> <p>g. Provide basic information or services using knowledge of the target language and culture.</p> <p>h. Collaborate to accomplish basic tasks or to propose solutions to</p>		*Classroom discussion	*Classroom discussion	*Classroom discussion

common problems affecting local and global communities.				
Competency 3: Express preferences, feelings, emotions and opinions about a range of familiar topics. <ol style="list-style-type: none"> Express basic feelings and emotions in reaction to an announcement, a surprise or an event. Ask and answer basic questions about feelings, emotions and preferences. React to, exchange, compare and support basic preferences and opinions about familiar personal, academic and contemporary or historical topics. Give basic advice to a peer or family member and consider how to adjust advice, if necessary, based on his/her emotional response or counterargument. 		*Classroom discussion	*Classroom discussion	*Classroom discussion
Communication Standard	Communicate in languages other than English, both in person and via technology.			
Presentational Communication	Learners present information, concepts, ideas and viewpoints on a variety of topics to audience of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.			
Competency 1: Convey meaning using writing processes and presentation strategies. <ol style="list-style-type: none"> Plan basic texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns. Organize thoughts and choose resources. Produce initial drafts/presentations while keeping audience, context and purpose in mind. Revise and edit texts/presentations using tools that focus attention and promote reflection on meaning, form and mechanics. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning. 		Workbook for Wheelock's Latin	Workbook for Wheelock's Latin	Workbook for Wheelock's Latin

<p>f. Rehearse presentations using basic delivery strategies.</p> <p>g. Use appropriate techniques to cite sources and avoid plagiarism.</p>				
<p>Competency 2: Present information, concepts and viewpoints on a range of familiar topics from across disciplines.</p> <p>a. Create and present basic lists and classifications.</p> <p>b. Tell a personal story or anecdote that relates basic details.</p> <p>c. Describe people, places, things, actions or ideas in basic terms to educate or entertain others.</p> <p>d. Explain a basic process or concept.</p> <p>e. Provide or demonstrate basic rules, regulations and/or policies.</p> <p>f. Publicize an event, program or recent success by providing relevant details.</p> <p>g. Recognize and name common products and services and advocate for or against them to an audience of peers and/or family members.</p> <p>h. Motivate others to meet or exceed personal or shared goals.</p> <p>i. Propose solutions to basic issues or problems.</p> <p>j. Advise others about an option, idea, plan or perspective using a range of simple to somewhat more complex language.</p> <p>k. Create and present a basic opening statement or closing argument in support of or against an issue of shared concern.</p> <p>l. Synthesize simple and somewhat more detailed interdisciplinary information and content to create and present basic reports, presentations and/or projects.</p>		*Classroom discussion	*Classroom discussion	*Classroom discussion
<p>Competency 3: Present basic literary, creative and artistic endeavors to audiences near or far.</p> <p>a. Recite or retell authentic short stories, folktales, poems and rhymes using appropriate gestures.</p> <p>b. Dramatize or perform authentic songs, dances, skits or plays using appropriate gestures.</p> <p>c. Play music or produce an art/craft of the target culture and share basic information about it with others.</p> <p>d. Write and perform an original rhyme, story, poem, song, skit, dance or cartoon.</p> <p>e. Use visuals and sound to enhance basic performances.</p>		38 Latin Stories designed to accompany Wheelock's text	38 Latin Stories designed to accompany Wheelock's text	<i>Literature in the Roman World</i> , Oliver Taplin <i>A Handbook of Latin Literature</i> , H.J. Rose and E. Courtney
Cultures Standard	Gain and use knowledge and understanding of other cultures.			
	Through the target language, students examine the relationship among the products, practices and perspectives of the			

	<p>target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.</p>			
<p>Competency 1: Identify, examine and describe relationships among products, practices and perspectives and compare them across cultures.</p> <ol style="list-style-type: none"> Recognize, identify, describe and demonstrate patterns of behavior. Identify, examine and demonstrate how people meet their basic needs in different ways. Identify, examine and compare basic products, practices and perspectives of the U.S. and target cultures. Identify, compare and show the availability and affordability of products and services across cultures. Identify and name/list major institutions, contemporary and historical figures, contributions and time periods of the target culture(s). Recognize and identify simple examples of instances when languages and cultures have interacted with, influenced or changed each other over time. Identify and compare basic variations in products, practices and perspectives among and within target language communities. Recognize and identify cultural perspectives as they are portrayed in the media and other sources. Solve basic problems and complete simple tasks while learning to recognize and consider different cultural perspectives. 		<p><i>To Be a Roman: Topics in Roman Culture,</i> Margaret Brucia and Gregory Daugherty</p> <p>*Classroom Discussion</p>	<p><i>To Be a Roman: Topics in Roman Culture,</i> Margaret Brucia and Gregory Daugherty</p> <p>*Classroom Discussion</p>	<p>*Classroom Discussion</p>

<p>j. Recognize and identify global competency skills and relate them to possible career pathways.</p> <p>k. Develop global competency skills by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).</p>			
<p>Competency 2: Experience the target language and culture(s) and share information or personal reactions with others.</p> <p>a. Attend, view or participate in cross-cultural activities and target culture events.</p> <p>b. Experience and react to expressive products.</p> <p>c. Identify, examine, describe and create replicas of important objects, images and symbols.</p> <p>d. Use authentic digital and print media.</p> <p>e. Identify, classify and experience target community organizations and their resources.</p> <p>f. Interact and collaborate with target language speakers around common interests.</p> <p>g. Identify and begin using appropriate levels of formality or informality when interacting with members of the target culture(s).</p> <p>h. Develop an understanding that people in other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents view them.</p>	<p><i>Classical Mythology & More: A Reader Workbook,</i> Marianthe Colakis and Mary Joan Masello</p> <p>*Classroom discussion</p>	<p><i>Classical Mythology & More: A Reader Workbook,</i> Marianthe Colakis and Mary Joan Masello</p> <p>*Classroom discussion</p>	<p>*Classroom discussion</p> <p>*Supplemental materials needed for this standard</p>

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Music Alignment 3rd – 5th Grades**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>
Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.</p> <p>B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.</p> <p>C. Identify and classify voices, musical instruments, roles and careers of musicians.</p> <p>D. Relate historical information from the study of music to other art forms and disciplines outside the arts.</p> <p>E. Develop criteria to evaluate solo and group performances of music.</p>
Cognitive and Creative Learning Processes	
Creating (CE)	<p>Core Knowledge Music Collection Core Knowledge Foundation Getting to Know the World’s Greatest Composers, series by Mike Venezia</p>
<p>3rd Grade Content Statements:</p> <p>1CE: Visually and aurally, identify the four families of orchestral instruments.</p> <p>2CE: Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p>3CE: Listen to and identify the music of different composers of world cultures.</p> <p>4CE: Identify and respond to simple music forms (e.g., AB, ABA).</p> <p>5CE: Identify elements of music using developmentally appropriate vocabulary.</p> <p>6CE: Identify careers in music including composing, performing and conducting.</p>	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Review families of instruments: strings, brass, woodwind, percussion and become familiar with brass and woodwind -Composers and their music – Tchaikovsky, John Philip Sousa, Aaron Copland • Elements of music <ul style="list-style-type: none"> -Discriminate between differences in pitch: high and low -Discriminate between loud and soft; gradually increasing and decreasing volume -Recognize a steady beat, accents, and the downbeat; play a steady beat -Echo short rhythms and melodic patterns -Recognize harmony; sing rounds
	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Review the orchestra, including the families of instruments and specific instruments -Vocal ranges – recognize vocal ranges of the male and female voices

	<p>-Composers and their music: Handel’s “Hallelujah Chorus”, Mozart, Haydn</p> <ul style="list-style-type: none"> • Elements of music <ul style="list-style-type: none"> -Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern -Understand legato and staccato
<p>5th Grade Content Statements: 1CE: Explore and identify musical instruments from different historical periods and world cultures. 2CE: Listen to, identify, and respond to music of different composers, historical periods and world cultures. 3CE: Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings). 4CE: Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations). 5CE: Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary. 6CE: Differentiate between melody and harmony. 7CE: Identify patterns of whole and half steps in a major scale.</p>	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Composers and their music: Beethoven -Musical Connections: Music from the Renaissance • American Musical Traditions <ul style="list-style-type: none"> -Spirituals: Originated by African-Americans, many spirituals go back to the days of slavery • Elements of Music <ul style="list-style-type: none"> -Recognize theme and variations -Recognize harmony -Recognize introduction, interlude, and coda in musical selections
Producing/Performing (PR)	
<p>3rd Grade Content Statements: 1PR: Sing a varied repertoire with accurate rhythm and pitch individually and with others. 2PR: Follow and respond to the cues of a conductor. 3PR: Use the head voice to produce a light, clear sound while maintaining appropriate posture. 4PR: Play a variety of classroom instruments with proper technique. 5PR: Sing, move and respond to music from world cultures and different composers. 6PR: Improvise and compose simple rhythmic and melodic phrases. 7PR: Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter. 8PR: Read, write and perform in treble clef a extended pentatonic melodies in G, F and C. 9PR: Demonstrate appropriate audience etiquette at live performances.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Discriminate between differences in pitch: high and low -Move responsively to music -Sing unaccompanied, accompanied, and in unison -Recognize a steady beat, accents, and the downbeat; play a steady beat -Echo short rhythms and melodic patterns -Recognize harmony; sing rounds -Understand the following notation: names of lines and spaces in the treble clef, treble clef, staff, bar line, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, meter signature 4/4, 2/4, 4/3, soft <i>pp</i> loud <i>ff</i>
<p>4th Grade Content Statements: 1PR: Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Sing unaccompanied, accompanied, and in unison -Recognize a steady beat, accents, and the downbeat; play a

<p>2PR: Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3PR: Play a variety of classroom instruments with proper technique.</p> <p>4PR: Sing, move and respond to music from world cultures and different composers.</p> <p>5PR: Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>6PR: Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</p> <p>7PR: Read, write and perform in treble clef extended pentatonic melodies G, F and C.</p> <p>8PR: Demonstrate appropriate audience etiquette at live performances.</p>	<p>steady beat and a simple rhythm pattern</p> <ul style="list-style-type: none"> -Sing or play simple melodies -Understand the following notation: names of lines and spaces in the treble clef; middle C, treble clef, staff, bar line, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, tied notes and dotted notes, sharps and flats, meter signature 4/4, 2/4, 4/3, soft <i>pp p mp</i> loud <i>mf fff</i>, <i>Da capo</i> [D.C.] <i>al fine</i>
<p>5th Grade Content Statements:</p> <p>1PR: Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>2PR: Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>3PR: Improvise, compose and arrange music.</p> <p>4PR: Use technology and the media arts to create and perform music.</p> <p>5PR: Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half note and syncopated rhythms.</p> <p>6PR: Read, write and perform diatonic melodies and the major scale on the treble staff.</p> <p>7PR: Demonstrate appropriate audience etiquette at live performances.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Sing unaccompanied, accompanied, and in unison -Recognize a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns -Sing or play simple melodies while reading scores -Recognize harmony, sing simple rounds and canons -Understand the following notation: names of lines and spaces in the treble clef; middle C, treble clef, staff, bar line, double bar line, measure, repeat signs, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, tied notes and dotted notes, grouped sixteenth notes sharps and flats, meter signature 4/4, 2/4, 4/3, soft <i>pp p mp</i> loud <i>mf fff</i>, <i>Da capo</i> [D.C.] <i>al fine</i>
Responding/Reflecting (RE)	
<p>3rd Grade Content Statements:</p> <p>1RE: Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.</p> <p>2RE: Notice and describe what they hear in selected pieces of music and compare their responses to those of others.</p> <p>3RE: Explain personal preferences for specific musical selections using music vocabulary.</p> <p>4RE: Evaluate audience etiquette associated with various musical performances and settings.</p> <p>5RE: Analyze music in terms of how it communicates words, feelings, moods or images.</p> <p>6RE: Compare interpretations of the same piece of music as they occur through dance, drama and visual art.</p> <p>7RE: Create criteria and use it to critique their own performances and the performances of others.</p>	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Musical connections <p>Suggest classroom discussion on content statements or a project/essay to cover responding and reflecting.</p>
<p>4th Grade Content Statements:</p> <p>1RE: Explain how the elements and subject matter of music connect with disciplines outside the</p>	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Musical connections

<p>arts.</p> <p>2RE: Describe the connection between emotion and music in selected musical works.</p> <p>3RE: Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.</p> <p>4RE: Discuss the roles of musicians heard in various performance settings.</p> <p>5RE: Interpret a selected musical work using dance, drama or visual art.</p> <p>6RE: Use constructive feedback to improve and refine musical performance and response.</p>	<p>Suggest classroom discussion on content statements or a project/essay to cover responding and reflecting.</p>
<p>5th Grade Content Statements:</p> <p>1RE: Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.</p> <p>2RE: Discuss contributions of musical elements to aesthetic qualities in performances of self and others.</p> <p>3RE: Describe how the process of learning in music connects to learning in other arts and other subject areas.</p> <p>4RE: Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.</p> <p>5RE: Consider and articulate the influence of technology on music careers. 6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.</p>	<ul style="list-style-type: none"> • Listening and Understanding <ul style="list-style-type: none"> -Musical connections <p>Suggest classroom discussion on content statements or a project/essay to cover responding and reflecting.</p>

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Music Alignment 6th-8th Grade**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>
Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.</p> <p>B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p> <p>C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p> <p>D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.</p> <p>E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.</p> <p>F. Expand the use of technology and the media arts through music research, composition and performance.</p>
Cognitive and Creative Learning Processes	
Creating (CE)	Core Knowledge Music Collection Core Knowledge Foundation
<p>6th Grade Content Statements:</p> <p>1CE: Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>2CE: Identify instruments used in Western and world music ensembles.</p> <p>3CE: Identify different functions and uses of music in American and other cultures.</p> <p>4CE: Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p>5CE: Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>6CE: Describe roles and skills musicians assume in various cultures and settings.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Review as necessary from earlier grades: The orchestra and families of instruments (strings, brass, wind, percussion); keyboard instruments -Vocal ranges: soprano, mezzo-soprano, alto, tenor, baritone, bass -Recognize theme and variations -Understand what an octave is -Identify chords; major and minor chords; chord changes; intervals (third, fourth, fifth) • Baroque (ca. 1600-1750) • Classical (ca. 1750-1825) • Romantic (1800-1900)
<p>7th Grade Content Statements:</p> <p>1CE: Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Recognize theme and variations -Identify chords

<p>2CE: Identify the style and historical period of various music examples.</p> <p>3CE: Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that has influenced music.</p> <p>4CE: Identify key signatures of major scales.</p> <p>5CE: Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE: Identify various careers for musicians (e.g., in education, entertainment and technical support).</p>	<ul style="list-style-type: none"> • Classical Music: Romantic Composers and Works • Classical Music: Music and National Identity -Tchaikovsky's <i>1812 Overture</i> • American Musical Traditions -Blues -Jazz <p>Also suggest: The students will examine and identify musical styles, components and careers through classroom discussion, research and direct instruction.</p>
<p>8th Grade Content Statements:</p> <p>1CE: Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>2CE: Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE: Identify intervals and concert pitches in major and natural minor scales.</p> <p>4CE: Identify components of larger music works (e.g., symphony, mass, concerto).</p> <p>5CE: Identify and describe non-performing careers in music.</p> <p>6CE: Describe ways that technology and the media arts are used to create, perform and listen to music.</p>	<ul style="list-style-type: none"> • Elements of Music • Non-Western Music • Classical Music: Nationalists and Moderns • Modern Music • Vocal Music: Opera • Vocal Music: American Musical Theater -Composers and popular songs -Broadway musicals <p>Also suggest: The students will examine and identify musical styles, components and careers through classroom discussion, research and direct instruction.</p>
Producing/Performing (PR)	
<p>6th Grade Content Statements:</p> <p>1PR: Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>2PR: Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>3PR: Improvise, compose and arrange music.</p> <p>4PR: Respond appropriately to the cues of a conductor.</p> <p>5PR: Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>6PR: Attend live performances and demonstrate appropriate audience etiquette</p>	<p>Suggest: The students will participate in a several musical productions throughout the year both in choir and with a stringed instrument.</p> <p>The students will demonstrate musical components, create and arrange music during class time.</p>
<p>7th Grade Content Statements:</p> <p>1PR: Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR: Perform accurately, independently or collaboratively, with good posture producing</p>	<p>Suggest: The students will participate in a several musical productions throughout the year both in choir and with a stringed instrument.</p> <p>The students will demonstrate musical components, create and arrange music during class time.</p>

<p>an appropriate tone quality.</p> <p>3PR: Improvise, compose and arrange music.</p> <p>4PR: Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>5PR: Notate concert pitch major scales (i.e., Band: C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>6PR: Read and notate melodies in treble and bass clef using key signatures.</p>	
<p>8th Grade Content Statements:</p> <p>1PR: Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR: Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR: Improvise, compose and arrange music.</p> <p>4PR: Demonstrate the common beat patterns used by conductors.</p> <p>5PR: Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>6PR: Perform concert pitch major scales (e.g, Band: C, F, Bb, Eb, Ab, Strings: A, D, G, C, F).</p> <p>7PR: Demonstrate and use technology and media arts to create, perform and research music.</p>	<p>Suggest: The students will participate in a several musical productions throughout the year both in choir and with a stringed instrument.</p> <p>The students will demonstrate musical components, create and arrange music during class time.</p>
Responding/Reflecting (RE)	
<p>6th Grade Content Statements:</p> <p>1RE: Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE: Reflect on a variety of live or recorded music performances.</p> <p>3RE: Communicate the importance of music in everyday life.</p> <p>4RE: Describe ways that music relates to other art forms using appropriate terminology.</p> <p>5RE: Compare and contrast subject matter common to music and other subject areas.</p> <p>6RE: Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.</p>	<p>Suggest: The students will compare, contrast and evaluate musical performances, compositions, composers and performers through verbal discussion, a field trip and written reports.</p>
<p>7th Grade Content Statements:</p> <p>1RE: Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>2RE: Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>3RE: Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>4RE: Explain how and why people use and respond to music.</p> <p>5RE: Compare and contrast the meaning of common terms and processes used in various</p>	<p>Suggest: The students will compare, contrast and evaluate musical performances, compositions, composers and performers through verbal discussion, a field trip and written reports.</p>

<p>arts disciplines.</p>	
<p>8th Grade Content Statements:</p> <p>1RE: Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE: Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE: Compare and contrast selected composers and their works.</p> <p>4RE: Express how music performance and settings affect audience response.</p> <p>5RE: Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>6RE: Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.</p> <p>7RE: Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.</p>	<p>Suggest: The students will compare, contrast and evaluate musical performances, compositions, composers and performers through verbal discussion, a field trip and written reports.</p>

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Music Alignment K-2nd Grade**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>
Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.</p> <p>B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.</p> <p>C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p> <p>D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p> <p>E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p> <p>F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>
Cognitive and Creative Learning Processes	
Creating (CE)	<p>Core Knowledge Music Collection Core Knowledge Foundation Getting to Know the World’s Greatest Composers, series by Mike Venezia</p>
<p>Grade K Content Statements:</p> <p>1CE: Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).</p> <p>2CE: Explore steady beat and rhythm.</p> <p>3CE: Listen to and explore the music of various styles, composers, periods and cultures.</p> <p>4CE: Explore and identify a wide variety of sounds, including the human voice.</p> <p>5CE: Explore a variety of classroom instruments. (e.g., metals, skins and woods.).</p> <p>6CE: Attend live music performances.</p> <p>7CE: Identify a musician and his or her roles (e.g., composer, conductor and Performer.</p> <p>8CE: Explore connections between sound and its visual representation.</p>	<ul style="list-style-type: none"> • Elements of Music -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between fast/slow and loud/soft • Listening and understanding -Recognize different instruments by sight and sound
<p>1st Grade Content Statements:</p> <p>1CE: Identify echo and call/response.</p> <p>2CE: Explore steady beat, rhythm and meter.</p> <p>3CE: Listen to and identify music of various and contrasting styles, composers, periods and cultures.</p> <p>4CE: Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).</p>	<ul style="list-style-type: none"> • Elements of Music -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) • Listening and Understanding -Musical terms and concepts: Composers – know that a composer is someone who

<p>5CE: Explore selected musical instruments aurally and visually. 6CE: Attend live music performances with emphasis on concert etiquette.</p>	<p>writes music; become familiar with Mozart as a composer who wrote what is known as classical music Orchestra – become familiar with families of instruments in the orchestra (strings, brass, woodwinds, percussion); know the leader of the orchestra is called the conductor -Music can tell a story -American musical traditions: Jazz – understand that Jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise -Recognize Louis Armstrong as a great early jazz musician</p>
<p>2nd Grade Content Statements: 1CE: Identify patterns of same and different phrases in simple poems and songs. 2CE: Identify rounds and canons. 3CE: Listen to and identify music of various styles, composers, periods and cultures. 4CE: Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege). 5CE: Explore selected musical instruments visually and aurally. 6CE: Attend live music performances with emphasis on instrument and voice identification.</p>	<ul style="list-style-type: none"> • Elements of Music -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between differences in pitch: high and low -Recognize like and unlike phrases -Recognize verse and refrain • Listening and Understanding -Become familiar with instruments in the string family, percussion family -Become familiar with different composers such as Vivaldi, Bach and Beethoven
Producing/Performing (PR)	
<p>Grade K Content Statements: 1PR: Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short). 2PR: Demonstrate a steady beat and maintain it while performing. 3PR: Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures. 4PR: Create a wide variety of vocal and instrumental sounds. 5PR: Play a variety of classroom instruments, alone and with others, and demonstrate proper technique. 6PR: Demonstrate audience behavior appropriate for the context and style of music performed. 7PR: Create a visual representation of sound.</p>	<ul style="list-style-type: none"> • Elements of Music -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between fast/slow and loud/soft -Move responsively to music -Sing unaccompanied, accompanied, and in unison • Listening and understanding -Recognize different instruments by sight and sound
<p>1st Grade Content Statements: 1PR: Demonstrate echo and call/response.</p>	<ul style="list-style-type: none"> • Elements of Music -Through participation become familiar with basic

<p>2PR: Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p>3PR: Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p>4PR: Improvise new lyrics to known songs and experiment with digital technology.</p> <p>5PR: Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfège, numbers or letters).</p> <p>6PR: Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p> <p>7PR: Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>elements of music (rhythm, melody, harmony, form, timbre, etc.)</p> <ul style="list-style-type: none"> -Discriminate between fast/slow and loud/soft -Move responsively to music -Sing unaccompanied, accompanied, and in unison -Echo short rhythms and melodic patterns -Understand the following notation: whole note, half note, quarter note
<p>2nd Grade Content Statements:</p> <p>1PR: Demonstrate rounds and canons.</p> <p>2PR: Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.</p> <p>3PR: Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p>4PR: Improvise and compose simple rhythmic and melodic phrases.</p> <p>5PR: Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfège, numbers or letters).</p> <p>6PR: Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between differences in pitch: high and low -Recognize like and unlike phrases -Recognize verse and refrain -Sing unaccompanied, accompanied and in unison -Echo short rhythms and melodies -Understand the following notation: staff, treble clef, names of lines and spaces in the treble clef, whole note, half note, quarter note, whole rest, half rest, quarter rest • Listening and Understanding <ul style="list-style-type: none"> -Become familiar with the string family, percussion family and keyboard instruments
Responding/Reflecting (RE)	
<p>Grade K Content Statements:</p> <p>1RE: Share ideas about musical selections of various and contrasting styles, composers and musical periods.</p> <p>2RE: Describe how sounds and music are used in our daily lives.</p> <p>3RE: Describe the difference between steady beat and rhythm.</p> <p>4RE: Identify and connect a concept shared between music and another curricular subject.</p> <p>5RE: Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”</p> <p>6RE: Respond to sound with a drawing of how the sound makes them feel.</p> <p>7RE: Offer opinions about their own musical experiences and responses to music.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between fast/slow and loud/soft -Move responsively to music -Sing unaccompanied, accompanied, and in unison • Become familiar with songs and nursery rhymes, as well as different pieces such as Victor Herbert’s “March of the Toys”, Edvard Grieg’s “Morning” and “In the Hall of the Mountain King” from <i>Peer Gynt</i>

<p>1st Grade Content Statements: 1RE: Recognize how music is used for a variety of occasions. 2RE: Describe how music communicates feelings, moods, images and meaning. 3RE: Communicate a response to music using dance, drama or visual art. 4RE: Connect concepts shared between music, other art forms and other curricular subjects. 5RE: Form and express personal opinions about a musical performance and show respect for the opinions of others. 6RE: Describe the challenges of individual and group music performance using music vocabulary. 7RE: Discuss audience behavior appropriate for the context and style of music performed.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.) -Discriminate between fast/slow and loud/soft -Move responsively to music -Sing unaccompanied, accompanied, and in unison -Hum the melody while listening to music • Listening and Understanding <ul style="list-style-type: none"> -Music can tell a story: opera, ballet
<p>2nd Grade Content Statements: 1RE: Explain how music is used for a variety of purposes and occasions. 2RE: Discuss music of various composers, periods, cultures and contrasting styles. 3RE: Discuss how music communicates feelings, moods, images and meaning. 4RE: Interpret music through dance, drama and visual art. 5RE: Respond to patterns of same and different phrases in simple poems and songs. 6RE: Discuss similarities and differences among the arts including connections between music and other curricular subjects. 7RE: Discuss and write about their observations of types of voices and instruments heard in performances.</p>	<ul style="list-style-type: none"> • Elements of Music <ul style="list-style-type: none"> -Move responsively to music -Recognize like and unlike phrases • Listening and Understanding <ul style="list-style-type: none"> -Composers and their music – Vivaldi, Bach, Beethoven -The Star-Spangled Banner -Follow the Drinking Gourd -I’ve Been Working on the Railroad -This Land Is Your Land

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Visual Art Alignment 3rd – 5th Grades**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artwork that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>
Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.</p> <p>B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks.</p> <p>C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.</p> <p>D. Express personal responses to artistic works giving reasons for their interpretations and preferences.</p> <p>E. Provide and use feedback to improve and refine their artworks.</p>
Cognitive and Creative Learning Processes	<p>Core Knowledge Foundation <i>Children’s Book of Art</i>, DK Eyewitness <i>Getting to Know the World’s Greatest Artists</i>, series by Mike Venezia</p>
Perceiving/Knowing (PE)	
<p>3rd Grade Content Statements:</p> <p>1PE: Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.</p> <p>2PE: Identify the relationships between and among selected elements and principles of art and design.</p> <p>3PE: Use historical and cultural artworks to answer questions about daily life.</p> <p>4PE: Recognize selected artists who contributed to the cultural heritages of the people of the United States.</p> <p>5PE: Provide examples of how we encounter art and artists in everyday life.</p> <p>6PE: Recognize and identify choices that give meaning to a personal work of art.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Light: Observe how artists use light and shadow • Space: understand two-dimensional and three-dimensional • Observe how artists can make two-dimensional canvases appear three-dimensional by creating the illusion of depth • Design: how the elements of art work together <p>American Indian Art</p> <ul style="list-style-type: none"> • Kachina Dolls • Navajo blankets and rugs, sand paintings • Jewelry <p>Art of Ancient Roman and Byzantium</p> <ul style="list-style-type: none"> • Elements of Roman architecture: arch, column, dome • Le Pont du Gard • The Pantheon

	<ul style="list-style-type: none"> • Byzantine mosaics • Hagia Sophia
<p>4th Grade Content Statements:</p> <p>1PE: Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.</p> <p>2PE: Notice and describe different visual effects resulting from artmaking techniques.</p> <p>3PE: Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.</p> <p>4PE: Identify and describe how artists from various cultural and ethnic groups have impacted Ohio’s history.</p> <p>5PE: Link ideas in and design of works of art to the emotions and moods expressed in them.</p> <p>6PE: Identify and name the sources for artmaking ideas (e.g., self, environment and other people).</p>	<p>Art of the Early United States</p> <ul style="list-style-type: none"> • Famous portraits and paintings, including <i>Paul Revere’s Ride</i> by John Singleton Copley and <i>George Washington and Washington Crossing the Delaware</i> by Gilbert Stuart • Architecture: Monticello, Georgian architecture <p>Art of China: silk scrolls, calligraphy, porcelain</p> <p>Art of Africa</p> <p>Islamic Art and Architecture</p> <p>Art of the Middle Ages in Europe</p>
<p>5th Grade Content Statements:</p> <p>1PE: Understand that the context of an art object has an effect on how that object is perceived.</p> <p>2PE: Identify and communicate how historical and cultural contexts influence ideas that inform artists.</p> <p>3PE: Investigate the role of cultural objects in our everyday environment.</p> <p>4PE: Compare and contrast how form and style are influenced by social, environmental and political views in artworks.</p> <p>5PE: Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works.</p> <p>6PE: Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.</p>	<p>Art of the Renaissance</p> <ul style="list-style-type: none"> • Shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world • The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion) • The development of linear perspective during the Italian Renaissance – the vantage point or point of view of the viewer Convergence of lines toward a vanishing point, the horizon line
Producing/Performing (PR)	
<p>3rd Grade Content Statements:</p> <p>1PR: Demonstrate skill and expression in the use of art techniques and processes.</p> <p>2PR: Use appropriate visual art vocabulary during artmaking processes.</p> <p>3PR: Find and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p>4PR: Create artworks that demonstrate awareness of two- and three-dimensional space.</p> <p>5PR: Show increasing attention to the nuances of elements and principles of design when creating personal works of art.</p> <p>6PR: Collaborate with others to create a work of art that addresses an interdisciplinary theme.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>
<p>4th Grade Content Statements:</p> <p>1PR: Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.</p> <p>2PR: Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>

<p>3PR: Generate ideas and employ a variety of strategies to solve visual problems.</p> <p>4PR: Demonstrate motivation, independence and persistence during studio practices to complete artworks.</p> <p>5PR: Combine the elements and principles of art and design to create visually effective compositions in original works of art.</p> <p>6PR: Demonstrate technical skill through the integration of common processes and topics from other subject areas.</p>	
<p>5th Grade Content Statements:</p> <p>1PR: Integrate observational and technical skills to strengthen artmaking.</p> <p>2PR: Use digital tools to explore ideas, create and refine works of art during the artmaking process.</p> <p>3PR: Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue.</p> <p>4PR: Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.</p> <p>5PR: During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>
<p>Responding/Reflecting (RE)</p>	
<p>3rd Grade Content Statements:</p> <p>1RE: Examine and describe how art and design principles are used by artists to create visual effects.</p> <p>2RE: Select an object and explain reasons why they think it is a work of art.</p> <p>3RE: Compare and contrast their opinions of a work of art with those of their peers.</p> <p>4RE: Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.</p> <p>5RE: Use feedback and self-assessment to improve the quality of personal artworks.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Light: observe how artists use light and shadow • Space: observe how artists can make two-dimensional canvases appear three-dimensional by creating the illusion of depth • Design: observe and describe how the elements of art work together <p>Classroom discussion for comparison/contrast works of art</p>
<p>4th Grade Content Statements:</p> <p>1RE: Identify qualities that contribute to the design and meaning of their artworks and the works of others.</p> <p>2RE: Develop and share their ideas, beliefs and values about art.</p> <p>3RE: Recognize and describe the relationship of artworks to their social and cultural contexts.</p> <p>4RE: Generate criteria for discussing and assessing works of art.</p> <p>5RE: Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.</p> <p>6RE: Give and use constructive feedback to produce artworks that achieve learning goals.</p>	<p>Classroom discussion for comparison/contrast works of art</p>
<p>5th Grade Content Statements:</p> <p>1RE: Apply reasoning skills to analyze and interpret the meaning in artworks.</p> <p>2RE: Describe how personal experiences can influence artistic preferences.</p> <p>3RE: Explain the reasons and value of documenting and preserving works of art and art objects</p>	<p>Classroom discussion for comparison/contrast and analyzing works of art</p>

in some cultures.

4RE: Communicate how personal artistic decisions are influenced by social, environmental and political views.

5RE: Express what was learned and the challenges that remain when assessing their artworks.

6RE: Use criteria to assess works of art individually and collaboratively.

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Visual Art Alignment 6th-8th Grade**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>
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Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world.</p> <p>B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others.</p> <p>C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints.</p> <p>D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art.</p> <p>E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.</p>
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Cognitive and Creative Learning Processes	Core Knowledge Foundation
Perceiving/Knowing (PE)	<p><i>Eyewitness Companions: Art</i>, Robert Cumming (DK Eyewitness)</p> <p>Various trade books with large prints of the art listed in CK Sequence/Curriculum</p>

<p>6th Grade Content Statements:</p> <p>1PE: Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.</p> <p>2PE: Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.</p> <p>3PE: Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p> <p>4PE: Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.</p> <p>5PE: Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.</p>	<p>Classical Art: The Art of Ancient Greece and Rome</p> <p>Gothic Art (ca. 12-15th centuries)</p> <p>The Renaissance (ca. 1350-1600)</p> <p>Baroque (ca. 17th century)</p> <ul style="list-style-type: none"> • Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in El Greco, <i>View of Toledo</i> <p>Rococo (ca. mid- to late-17th century)</p> <ul style="list-style-type: none"> • Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in <i>The Swing</i> by Jean-Honore Fragonard <p>Neoclassical (ca. late 18th-early 19th century)</p> <p>Romantic (ca. 18th-19th century)</p> <ul style="list-style-type: none"> • Note how Romantic art is in part a reaction against
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	<p>Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature</p> <p>Realism (ca. mid- to late-19th century)</p> <ul style="list-style-type: none"> Note the Realist’s characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful
<p>7th Grade Content Statements:</p> <p>1PE: Explore how personal experiences, interest, cultural heritage and gender influence an artist’s style and choice of subject matter.</p> <p>2PE: Identify professions that use artistic skills and problem-solving.</p> <p>3PE: Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices.</p> <p>4PE: Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.</p> <p>5PE: Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning.</p> <p>6PE: Connect various art forms to their social, cultural or political purposes and include regional examples.</p>	<p>Impressionism</p> <ul style="list-style-type: none"> Examine characteristics of Impressionism in works by Monet, Renoir, Degas and Mary Cassatt <p>Post-Impressionism</p> <ul style="list-style-type: none"> Examine characteristics of Post-Impressionism in works by Cezanne, Georges Seurat, van Gogh, Gauguin Art Nouveau as a pervasive style of decoration <p>Expressionism and Abstraction</p> <ul style="list-style-type: none"> Examine representative artists and works including Matisse, Munch, Picasso Cubism – Picasso Picasso after Cubism Other developers of abstraction <p>Modern American Painting</p> <ul style="list-style-type: none"> Examine representative artists and works Regionalists, social realists, and genre painters <ul style="list-style-type: none"> -Grant Wood, <i>American Gothic</i> -Diego Rivera, <i>Detroit Industry</i> -Norman Rockwell, <i>Triple Self-Portrait</i>
<p>8th Grade Content Statements:</p> <p>1PE: Identify how an artist’s choice of media relates to the ideas and images in the work.</p> <p>2PE: Develop awareness and articulate various functions of art.</p> <p>3PE: Connect science and technology with the development of art in various cultures.</p> <p>4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.</p> <p>5PE: Discover how culture, age, gender and background influence audience perception of art.</p> <p>6PE: Identify professions that use artistic and problem-solving skills.</p>	<p>Painting since World War II</p> <ul style="list-style-type: none"> Examine representative artists and works <p>Photography</p> <ul style="list-style-type: none"> Examine representative artists and works <p>20th Century Sculpture</p> <ul style="list-style-type: none"> Examine representative artists and works <p>Architecture Since the Industrial Revolution</p> <ul style="list-style-type: none"> Demonstrations of metal structure: Eiffel Tower First skyscrapers Louis Sullivan: Wainwright Building Frank Lloyd Wright The International Style

Producing/Performing (PR)	
<p>6th Grade Content Statements: 1PR: Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem. 2PR: Experiment with a variety of techniques and working methods when creating an original work of art. 3PR: Generate ideas and engage in thoughtful planning when solving a visual art problem. 4PR: Transform perceptions and processes into two- and three-dimensional artworks. 5PR: Engage in visual problems of personal or social relevance showing focus and persistence to complete the task. 6PR: Integrate elements of art and design to solve interdisciplinary problem.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>
<p>7th Grade Content Statements: 1PR: Improve craftsmanship and refine ideas in response to feedback. 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 3PR: Represent depth and volume in their two-dimensional works of art. 4PR: Apply art and design principles in the construction of three-dimensional artworks. 5PR: Create a work of art in collaboration with others to address a social or cultural issue. 6PR: Demonstrate understanding of visual literacy, illustration and graphic communication.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>
<p>8th Grade Content Statements: 1PR: Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art. 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks. 3PR: Use critical thinking and visual literacy to communicate a specific idea. 4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects. 5PR: Collaborate to create a thematic work that combines visual art with other arts disciplines.</p>	<p>Create artworks using different materials, tools and artistic design elements and principles</p>
Responding/Reflecting (RE)	
<p>6th Grade Content Statements: 1RE: Explain what makes an object a work of art using a range of criteria. 2RE: Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary. 3RE: Explore and discuss how aspects of culture influence ritual and social artwork. 4RE: Defend artistic decisions using appropriate visual art vocabulary. 5RE: Assess personal progress to improve craftsmanship and refine and complete works of art. 6RE: Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.</p>	<p>Classroom discussion for comparison/contrast and analyzing works of art</p>
<p>7th Grade Content Statements:</p>	<p>Classroom discussion for comparison/contrast and</p>

<p>1RE: Speculate about an artist’s intentions and message in a work using relevant references to the work.</p> <p>2RE: Compare and contrast diverse viewpoints about works of art.</p> <p>3RE: Interpret selected artworks and synthesize their interpretations with the interpretations of others.</p> <p>4RE: Classify and categorize examples of artworks from various eras and cultures.</p> <p>5RE: Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people’s lives.</p> <p>6RE: Develop and use criteria to guide reflection and assessment of selected personal artworks.</p> <p>7RE: Assess one’s own work and working process and the work of others in relation to criteria and standards.</p>	<p>analyzing works of art</p>
<p>8th Grade Content Statements:</p> <p>1RE: Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work.</p> <p>2RE: Explain and defend their artistic decisions using visual art vocabulary.</p> <p>3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.</p> <p>4RE: Recognize how public discussion can affect beliefs about the nature and value of art.</p> <p>5RE: Identify professions that use art and design, and explore the relationship between art, technology and industry.</p> <p>6RE: Develop and apply criteria to assess personal works for content and craftsmanship.</p>	<p>Classroom discussion for comparison/contrast and analyzing works of art</p>

**Northwest Ohio Classical Academy – Ohio State Learning Standards
Fine Arts: Visual Art Alignment K-2nd Grade**

Enduring Understanding	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</p> <p>Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</p> <p>Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</p> <p>Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</p>
Progress Points	<p>Students will, at the appropriate developmental level:</p> <p>A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.</p> <p>B. Explore a range of art concepts and artworks and construct meaning about the works.</p> <p>C. Connect making art with individual choice and understanding personal cultural identity.</p> <p>D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.</p> <p>E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks</p>
Cognitive and Creative Learning Processes	<p>Core Knowledge Foundation <i>Children’s Book of Art</i>, DK Eyewitness <i>Getting to Know the World’s Greatest Artist</i>, series by Mike Venezia</p>
Perceiving/Knowing (PE)	
<p>Grade K Content Statements:</p> <p>1PE: Describe the meaning in the marks they make on paper.</p> <p>2PE: Name and point out subject matter and details observed in works of art.</p> <p>3PE: Describe different ways that an artwork expresses an emotion or mood.</p> <p>4PE: Distinguish between common visual art forms (e.g., painting, drawing, sculpture).</p> <p>5PE: Identify and name materials used in visual art.</p> <p>6PE: Recognize and point out basic elements of art in their own artworks and that of others.</p> <p>7PE: Explore their environments and experiences for artmaking ideas.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Color – observe how colors can create different feelings and how certain colors can seem “warm” or “cool” • Observe the use of color in different works of art • Line – identify and use different lines: straight, zigzag, curved, wavy, thick, thin • Observe different kinds of lines in works of art • Sculpture – recognize and discuss the following as sculpture: Northwest American Indian Totem Pole and Statue of Liberty • Look at and talk about different works of art such as Mary Cassatt’s <i>The Bath</i>, <i>Snap the Whip</i> by Winslow Homer, <i>Mother’s Helper</i> by Diego Rivera
<p>1st Grade Content Statements:</p> <p>1PE: Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.</p> <p>2PE: Explore and describe how a selected art object was made.</p> <p>3PE: Examine one or more cultural and historical artworks and respond to the visual, expressive</p>	<p>Art from Long Ago</p> <ul style="list-style-type: none"> • Look at and discuss: cave paintings, art of Ancient Egypt – Great Sphinx, mummy cases, Bust of Queen Nefertiti <p>Elements of Art</p>

<p>features in the work.</p> <p>4PE: Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.</p> <p>5PE: Identify and discuss what an artist does and find examples of works by artists in their schools and communities.</p> <p>6PE: Generate artmaking ideas from their daily experiences and the environment.</p>	<ul style="list-style-type: none"> • Observe the use of color in <i>Tulips in Holland</i> by Claude Monet and other works • Know that red, yellow and blue are referred to as the “primary colors” • Line • Shape • Texture
<p>2nd Grade Content Statements:</p> <p>1PE: Notice and point out details and respond to expressive features in artworks.</p> <p>2PE: Distinguish the subject matter and artistic style of two or more visual artists.</p> <p>3PE: Compare the form, materials and techniques in selected works of art using descriptive language.</p> <p>4PE: Identify and compare the purposes for creating art objects from various cultures.</p> <p>5PE: Identify and describe cultural symbols, image and contexts of works of art.</p> <p>6PE: Identify and share the uses of visual art outside the classroom and provide examples.</p> <p>7PE: Generate artmaking ideas from their daily experiences and the environment</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Recognize lines as horizontal, vertical, diagonal • Observe the use of line in works <p>Sculpture</p> <ul style="list-style-type: none"> • Observe shape, mass, and line in sculptures <p>Kinds of Pictures: Landscapes</p> <p>Abstract Art</p> <ul style="list-style-type: none"> • Compare lifelike and abstract animals • Observe and discuss examples of abstract painting and sculpture <p>Architecture</p> <ul style="list-style-type: none"> • Understand architecture is the art of designing buildings <p>Classroom discussion for identifying and comparing different artistic elements and purposes</p>
<p>Producing/Performing (PR)</p>	
<p>Grade K Content Statements:</p> <p>1PR: Explore and experiment with a range of art materials and tools to create and communicate personal meaning.</p> <p>2PR: Generate ideas and images for artwork based on observation, memory, imagination and experience.</p> <p>3PR: Discover, select and combine art and design elements to communicate subject matter in various visual forms.</p> <p>4PR: Reduce objects into basic shapes and lines in relation to the whole image.</p> <p>5PR: Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.</p> <p>6PR: Create artwork that explores a central theme across disciplines.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Line – identify and use different lines: straight, zigzag, curved, wavy, thick, thin <p>Look at and discuss different works of art</p> <ul style="list-style-type: none"> • Observe and talk about: <i>Children’s Games</i>, Pieter Bruegel <i>The Bath</i>, Mary Cassatt <i>Snap the Whip</i>, Winslow Homer <i>Mother’s Helper</i>, Diego Rivera <i>The Banjo Lesson</i>, Henry O. Tanner <p>Create artwork using different materials and tools</p>
<p>1st Grade Content Statements:</p> <p>1PR: Demonstrate beginning skill and craftsmanship in the use of art materials and tools.</p> <p>2PR: Invent imagery and symbols to express thoughts and feelings.</p> <p>3PR: Explore and use a range of subject matter to create original works of art.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Color – know the primary colors and how to use them to make secondary colors • Line – identify and use different lines

<p>4PR: Create an artwork based on observation of familiar objects and scenes.</p> <p>5PR: Use selected art and design elements and principles to explore ideas, feelings and relationships.</p> <p>6PR: Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.</p>	<p>-Observe how different lines are used in art</p> <ul style="list-style-type: none"> • Shape – recognize basic geometric shapes in nature, man-made objects and artworks • Texture – describe qualities of texture <p>Create artwork using different materials and tools</p>
<p>2nd Grade Content Statements:</p> <p>1PR: Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.</p> <p>2PR: Envision what cannot be observed directly and depict it visually.</p> <p>3PR: Create artworks based on imagination and observation of familiar objects and scenes.</p> <p>4PR: Demonstrate flexibility in their creative processes and use of art materials.</p> <p>5PR: Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).</p> <p>6PR: Use visual art materials to express an idea that reflects their own social or cultural identity.</p>	<p>Create artwork using different materials and tools</p> <p>Classroom discussion for identifying and comparing different artistic elements and purposes</p>
Responding/Reflecting (RE)	
<p>Grade K Content Statements:</p> <p>1RE: Describe their artworks and efforts and share their artmaking processes.</p> <p>2RE: Show confidence and pride in their artistic accomplishments.</p> <p>3RE: Connect their personal experiences to what they see in works of art.</p> <p>4RE: Communicate the ideas and stories they see in works of art.</p> <p>5RE: Describe what they see and feel in selected works of art.</p> <p>6RE: Recognize and point out the similarities and differences between artistic styles.</p> <p>7RE: Recognize that people have different opinions and responses to works of art.</p> <p>8RE: Consider and talk about why people make and enjoy works of art.</p>	<p>Elements of Art</p> <ul style="list-style-type: none"> • Observe the use of color and line in works <p>Looking at and talking about works of art</p> <ul style="list-style-type: none"> • Observe and talk about: <i>Children's Games</i>, Pieter Bruegel <i>The Bath</i>, Mary Cassatt <i>Snap the Whip</i>, Winslow Homer <i>Mother's Helper</i>, Diego Rivera <i>The Banjo Lesson</i>, Henry O. Tanner
<p>1st Grade Content Statements:</p> <p>1RE: Recognize and point out the strengths in their artworks and how the work could be improved.</p> <p>2RE: Revise works of art to a level of personal satisfaction.</p> <p>3RE: Share their artmaking processes with peers.</p> <p>4RE: Explain how personal interests and experiences are reflected in the subject matter of artworks.</p> <p>5RE: Discuss the meanings of visual symbols, images and icons observed in artworks.</p> <p>6RE: Select an art object and describe its personal, functional or decorative purpose.</p> <p>7RE: Describe how elements and principles communicate meaning in works of art.</p> <p>8RE: Express and share their own responses to works of art and consider the responses of others.</p>	<p>Classroom discussion about works of art, including own works</p>
<p>2nd Grade Content Statements:</p> <p>1RE: Use basic self-assessment strategies to improve their artworks.</p>	<p>Classroom discussion about works of art, including own works</p>

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| <p>2RE: Understand the difference between assessing the quality of an artwork and their personal preference for the work.</p> <p>3RE: Relate the subject matter and ideas in their own artworks to those in the works of others.</p> <p>4RE: Share their personal interpretations of the meanings conveyed in various works of art.</p> <p>5RE: Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.</p> <p>6RE: Identify and articulate important historical and cultural contributions of selected visual artists.</p> <p>7RE: Recognize and discuss that people have various opinions about art and value art for different reasons.</p> | |
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Northwest Ohio Classical Academy Health Alignment with Ohio State Learning Standards

*Northwest Ohio Classical Academy's Science curriculum covers these health standards and where a standard is missed, CA will follow the Ohio requirements and guidelines for Health Education.

K-6 Health Education Curriculum Legislated Requirements:

The Ohio Revised Code (ORC) [3313.60](#) states that the board of each cooperative education school district shall prescribe a curriculum for all schools under its control for health education. The health education curriculum must include:

- • The nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives;
- • The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco;
- • In grades kindergarten through six, instruction in personal safety and assault prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and assault prevention;
- • Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Furthermore, Governor's Cabinet Opiate Action Team has provided [recommendations](#) for instruction in prescription opioid abuse prevention.

*The district should consider age-appropriate content and develop their own curriculum based on the needs of their students and community.

7-8 Health Education Curriculum Legislated Requirements:

The Ohio Revised Code (ORC) [3313.60](#) states that the board of each cooperative education school district shall prescribe a curriculum for all schools under its control for health education. The health education curriculum must include:

- • The nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives;
- • The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco;
- • Venereal disease education, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in venereal disease education; This content should also address ORC [3313.6011](#)
- • In grades seven through twelve, age-appropriate instruction in dating violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships.

- • In order to assist school districts in developing a dating violence prevention education curriculum, the department of education shall provide on its web site links to free curricula addressing dating violence prevention.

If the parent or legal guardian of a student less than eighteen years of age submits to the principal of the student's school a written request to examine the dating violence prevention instruction materials used at that school, the principal, within a reasonable period of time after the request is made, shall allow the parent or guardian to examine those materials at that school.

- • Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Furthermore, Governor's Cabinet Opiate Action Team has provided [recommendations](#) for instruction in prescription opioid abuse prevention.

*The district should consider age-appropriate content and develop their own curriculum based on the needs of their students and community.

Northwest Ohio Classical Academy Alignment for Physical Education with Ohio State Learning Standards

**Northwest Ohio Classical Academy intends to adopt the Ohio learning standards as their curriculum for physical education in their school and will comply with all standards as indicated by the National Standards for K-12 Physical Education by SHAPE America and ODE standards and benchmarks.*

**National Standards for K-12 Physical Education ©2013, SHAPE America – Society of Health and Physical Educators, www.shapeamerica.org.*

The Goal:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications and the benefits of involvement in various types of physical activities;
- Participates regularly in physical activity;
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

OHIO'S NEW LEARNING STANDARDS | Physical Education 4

The Standards:

A physically literate individual...

STANDARD 1

Demonstrates competency in a variety of motor skills and movement patterns.

STANDARD 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STANDARD 4

Exhibits responsible, personal and social behavior that respects self and others.

STANDARD 5

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

OHIO'S NEW LEARNING STANDARDS | Physical Education 5

Standard 1:

DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.

Grades K-2

Locomotor skills Non-locomotor

KINDERGARTEN

1. Demonstrate walk, run and slide locomotor skills using critical elements.
2. Explore locomotor skills of jump, gallop, skip, hop and leap in a stable environment.
3. Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.
4. Balance using a variety of body parts (e.g., 1/2/3/4 point balances) and body shapes (e.g., wide, narrow, twisted).
5. Transfer weight by rocking and rolling.
6. Move in time with a changing beat (e.g., music, drum, clap, stomp).

GRADE ONE

1. Demonstrate gallop and hop locomotor skills using critical elements.
2. Perform locomotor skills (e.g., walk, run, gallop, slide, hop) while changing pathway, direction and/or speed.
3. Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.
4. Balance in a variety of ways using equipment (e.g., balance ball or board) and/or apparatus (e.g., beam or box).
5. Perform a variety of different rocking (e.g., forward/backward, side/side) and rolling skills (e.g., log, egg, parachute, circle, shoulder).
6. Move to a rhythmic beat or pattern.

GRADE TWO

1. Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
2. Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
3. Perform combinations of non-locomotor and locomotor skills in a movement pattern.
4. Demonstrate static and balance skills as part of a movement pattern.
5. Perform combinations of rolling and balance skills.
6. Perform rhythmic dance steps and sequences.

Manipulative skills

KINDERGARTEN

1. Throw objects in a variety of ways to oneself.
2. Catch a bounced ball.
3. Use different body parts to strike a lightweight object (e.g., balloon) and keep it in the air.
4. Kick a stationary ball.
5. Dribble objects with the hand in a closed or stable environment.
6. Roll a ball underhand.

GRADE ONE

1. Throw using variations in time/force.
2. Catch a self-tossed object with hands or an implement.
3. Strike an object (e.g., ball, balloon) using different body parts.
4. Kick a ball for force using a backswing with the kicking leg and stepping next to the ball without hesitating or stopping prior to kick.
5. Dribble an object with hands and feet in a stable environment through self and general space.
6. Roll a ball to a specified target.

GRADE TWO

1. Throw overhand a variety of objects demonstrating a side orientation.
2. Catch objects coming from different directions, heights and speed.
3. Strike a variety of objects with the hand or an implement with purpose to control force/direction.
4. Kick a rolled or moving ball with the laces for power.
5. Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.
6. Roll a ball or object to a moving target.

STANDARDS I Physical Education 7

Grades 3-5

Combined skills

GRADE THREE

1. Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.

2. Jump rope demonstrating a variety of footwork skills.
3. Balance on different bases of support and on apparatus demonstrating different levels, shapes and patterns.
4. Perform teacher-selected and developmentally appropriate dance steps and movement patterns.

GRADE FOUR

1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope).
2. Jump rope demonstrating a variety of footwork and arm action skills.
3. Combine balance and weight transfer skills in a movement sequence.
4. Combine locomotor movement patterns and dance steps to create and perform a dance.

GRADE FIVE

1. Perform a movement sequence comprised of both basic and intermediate skills (e.g., dance, gymnastics, jump rope) with smooth transitions between those movements.
2. Jump rope demonstrating a variety of footwork, arm action skills and/or tricks of choice.
3. Combine balance and transferring weight with movement skills in a gymnastics or dance sequence.
4. Combine skills in dances with correct rhythm and pattern.

OHIO'S NEW LEARNING STANDARDS I Physical Education 8

Application of skills

GRADE THREE

1. Throw overhand with force using appropriate critical elements.
2. Catch a variety of objects in dynamic conditions using the critical elements.
3. Strike an object with an implement using the critical elements.
4. Kick a ball with the inside of the foot to a target using the critical elements.
5. Dribble and maintain control while moving through space using the critical elements.
6. Send (e.g., pass, roll) an object to a target using critical elements in a stable environment.

GRADE FOUR

1. Throw overhand with varying degrees of force using appropriate critical elements to reach different distances.
2. Catch two-handed during a game or game-like situation using the critical elements.
3. Strike an object with an implement using the critical elements.
4. Kick a ball with the inside of the foot using the critical elements to targets at different distances, locations and relationship to objects.
5. Dribble with control while moving through space to avoid stationary objects using the critical elements.
6. Send (e.g., pass, roll) an object to a target using critical elements while varying space, distance, location and relationship to objects.

GRADE FIVE

1. Throw overhand to reach a medium-sized target with sufficient force using appropriate critical elements.
2. Catch with an implement (e.g., glove, scoop) using the critical elements.
3. Strike an object with an implement using critical elements in relation to distance, space and direction demands.
4. Receive a kick, dribble and then kick a ball to a target using the critical elements (e.g., move into line with the ball, receiving foot to the ball, move the ball in the direction of the dribble, keep the ball close in the dribble, pass to target).
5. Dribble under control during a game or game-like situation using the critical elements.
6. Send (e.g., pass, roll) an object using critical elements while varying body, space, effort and relationship to defenders. Physical Education 9

Grades 6-8

Specialized skills and movement patterns

GRADE SIX

1. Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.
3. Perform simple dance sequences.

GRADE SEVEN

1. Demonstrate a routine that includes variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.

3. Perform basic folk/square/line-dance sequences to music.

GRADE EIGHT

1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).
3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.

Application of specialized manipulative skills

GRADE SIX

1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
2. Strike an object with hand or implement in game-like practice using appropriate critical elements.
3. Strike and field an object with foot, hand or implement in game-like practice.
4. Send an object to a target in game-like practice using appropriate critical elements.

GRADE SEVEN

1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.
2. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.
3. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.
4. Send an object to a target in controlled practice and individual/small-sided games.

GRADE EIGHT

1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game- related outcomes.
2. Strike an object with hand or implement in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
3. Strike and field an object with foot, hand or implement in controlled practice and apply these skills to striking/ fielding games to achieve successful game-related outcomes.
4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game- related outcomes.

LEARNING STANDARDS I Physical Education 13

Standard 2:

APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.

Grades K-2

Movement concepts

KINDERGARTEN

1. Establish a movement vocabulary through exploration of body, space, effort and relationships.
2. Recall pathways, direction, levels and relationships (e.g., near/far, lead/follow).
3. Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, bound, free).
4. Identify boundaries for self-space and general space.

GRADE ONE

1. Describe movement vocabulary terms in body, space, effort and relationships.
2. Demonstrate an understanding of relationships (e.g., lead, follow, over, under) in a variety of physical activities.
3. Apply different degrees of force, speed and direction when directed by the teacher.
4. Apply concepts of self and general space to accomplish movement tasks.

GRADE TWO

1. Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
2. Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
3. Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
4. Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.

Knowledge of critical elements

KINDERGARTEN

1. Differentiate among locomotor skills.

2. Repeat cue words for fundamental motor skills.

GRADE ONE

1. Differentiate among non-locomotor and manipulative skills.
2. Repeat cue words for fundamental motor skills and apply them to improve performance.

GRADE TWO

1. Differentiate between locomotor, non-locomotor and manipulative skills.
2. Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.

Grades 3-5

Strategies and tactics

GRADE THREE

1. Modify movement to meet the demands of a task (e.g., throw with more or less force to reach a target or teammate).
2. Explain how the characteristics of an object (e.g., size, material, weight) affect performance of manipulative skills.
3. Recognize offensive and defensive situations.
4. Identify the choices to make (e.g., shoot, pass, dribble) to score a goal or point.

GRADE FOUR

1. Explain the importance of weight transfer in object propulsion skills (e.g., throw, strike).
2. Describe and demonstrate the correct movement or movement qualities based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players).
3. Identify open space and areas of space to defend in a dynamic environment (e.g., partner or small group dance spacing, proximity to the ball or teammate in small-sided games).
4. Select correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).

GRADE FIVE

1. Identify similar patterns/concepts across related activities (e.g., striking with a bat, tennis forehand).
2. Analyze and modify a movement based on the characteristics of the task (e.g., size of object, distance to target, goal, speed or time to complete movement) and/or environment (e.g., space, number of players) in a dynamic or changing environment.
3. Demonstrate offensive and defensive positioning in simple game settings (e.g., maintain or return to base position, positioning relative to a goal or opponent).
4. Demonstrate basic decision-making capabilities in simple performance settings (e.g., what skill should I use?).

STANDARDS I Physical Education 16

Principles and critical elements

GRADE THREE

1. Describe the critical elements of the manipulative skills (e.g., throw, catch, kick, strike) and activity-specific skills.
2. Explain how appropriate practice improves performance.

GRADE FOUR

1. Identify correct and incorrect aspects of skill performance using critical elements.
2. Explain how to improve performance of a movement or skill.

GRADE FIVE

1. Apply critical elements to analyze and provide feedback on motor-skill performance of others.
2. Suggest ways to improve skill performance using the principles of practice (e.g., part-practice, variable practice, simplifying the environment, identifying key cues).

Benchmark B

Grades 6-8

Tactics and principles

GRADE SIX

1. Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).
2. Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).
3. Identify correct decision in game-like settings.

GRADE SEVEN

1. Create space and position self in space to create scoring opportunities.
2. Defend space and position self in space to prevent opponents from attacking or scoring.

3. Select correct decision in game-like settings.

GRADE EIGHT

1. Move to open space to receive passes or create space for others.
2. Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
3. Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Benchmark A

Principles and critical elements

GRADE SIX

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.
2. Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.

GRADE SEVEN

1. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.
2. Identify ways to improve movement performance using cues, drills or fitness activities.

GRADE EIGHT

1. Analyze specific sport and movement skills using biomechanical principles and critical elements.
2. Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.

Benchmark B

STANDARDS I Physical Education 21

Standard 3:

DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.

Grades K-2

KINDERGARTEN

Physical activity knowledge

1. Recognize and differentiate between physical activity and inactivity.

Evaluate level of physical activity

2. Track the amount of physical activity within physical education.

Healthy habits in relation to physical activity

3. Recognize that food provides energy for physical activity.

GRADE ONE

Physical activity knowledge

1. Identify opportunities for physical activity during the school day.

Evaluate level of physical activity

2. Track the amount of physical activity within the school day.

Healthy habits in relation to physical activity

3. Differentiate between healthy and unhealthy food and beverage choices for physical activity.

GRADE TWO

Physical activity knowledge

1. Identify opportunities for physical activity at school, home and in the community.

Evaluate level of physical activity

2. Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.

Healthy habits in relation to physical activity

3. Suggest alternatives to unhealthy food and beverage choices related to physical activity.

Benchmark A

Understand the principles, components and practices of health-related physical fitness.

KINDERGARTEN

Cardio

1. Recognize activities that could be used to improve each component of health-related fitness.

Muscular Strength and Endurance

2. Recognize that when one moves fast, the heart beats faster and breathing becomes faster.

Flexibility

3. Recognize the importance of muscular strength to support body weight.
4. Identify ways to stretch muscles in the body.

GRADE ONE

Cardio

1. Identify activities that align with each component of health-related fitness.

Muscular Strength and Endurance

2. Identify the heart as a muscle that grows stronger with exercise and physical activity.

Flexibility

3. Identify ways to strengthen muscles.
4. Identify ways to stretch muscles in the upper and lower body.

GRADE TWO

Cardio

1. Recall activities that align with each component of health-related fitness.

Muscular Strength and Endurance

2. Name activities that increase heart rate.

Flexibility

3. Identify activities to improve muscular strength.
4. Identify ways to stretch muscles in various parts of the body.

Grades 3-5

Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance.

1. Physical activity knowledge

2. Evaluate level of physical activity

3. Healthy habits in relation to physical activity

GRADE THREE

1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
2. Track physical activity minutes inside and outside of school to determine progress toward daily recommendation.
3. Identify a variety of nutritious food choices from each food group that will help balance the body with physical activity.

GRADE FOUR

1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
2. Track physical activity minutes to determine progress toward daily recommendation.
3. Recognize the benefits of food choices from each food group related to physical activity.

GRADE FIVE

1. Identify school, home and community physical activity opportunities to meet physical activity guidelines.
2. Track physical activity minutes to determine progress toward daily recommendation.
3. Discuss the benefits of healthy eating in relation to physical activity.

Benchmark A

Health-related fitness knowledge:

- 1. Cardio**
- 2. Muscular strength and endurance**
- 3. Flexibility**
- 4. Planning**
- 5. (FITT and other principles)**

GRADE THREE

1. Identify specific activities that could improve each health-related fitness component.
2. Assess heart rate during physical activity and exercise.
3. Identify activities to improve muscular strength and endurance in the core area.
4. Recognize the importance of warm-up and cool-down activities.
5. Analyze the results of a fitness assessment to determine areas in a healthy fitness zone (HFZ).
6. Identify the frequency and type of exercise in relationship to the FITT principle.

GRADE FOUR

1. Link specific activities to the appropriate health-related fitness component.
2. Interpret heart rate during physical activity and exercise to sustain a moderate to vigorous activity for longer periods of time.
3. Identify activities to improve muscular strength and endurance in the upper and lower body.
4. Identify warm-up and cool-down activities.
5. Analyze the results of a fitness assessment to determine areas in the HFZ and those that need improvement.
6. Identify the intensity and time of exercise in relationship to the FITT principle.

GRADE FIVE

1. Recall specific activities that could improve each health-related fitness component.
2. Interpret heart rate during physical activity and exercise to determine appropriate level of intensity.
3. Identify specific activities to improve muscular strength and endurance throughout the body.
4. Identify warm-up and cool-down activities.
5. Analyze the results of a fitness assessment to identify exercises and/or activities to improve or maintain health-related fitness components.
6. Link/match the FITT principle with the appropriate description.

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Grades 6-8 Develops a plan to meet the recommendation for daily physical activity.

-Physical activity knowledge

-Evaluate level of physical activity

GRADE SIX

1. Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
2. Identify active alternatives to screen time.
3. Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.

GRADE SEVEN

1. Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
2. Identify active alternatives to screen time.
3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

GRADE EIGHT

1. Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
2. Identify active alternatives to screen time.
3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

Utilizes principles and practices to design a personalized health-related fitness plan.

- 1. Health-related fitness knowledge Cardio**
- 2. Muscular strength and endurance**
- 3. Flexibility**

4. Planning

5. (FITT and other principles)

6. Healthy habits in relation to fitness

GRADE SIX

1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
2. Calculate target heart rate and describe rates of perceived exertion (using RPE scale).
3. Identify major muscles used in selected physical activities.
4. Identify activities to improve upper body flexibility.
5. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness.
6. Identify foods and appropriate servings to balance calorie intake with energy expenditure.

GRADE SEVEN

1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
2. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale).
3. Apply the principle of specificity to identify exercises to improve muscular strength and endurance.
4. Identify activities to improve lower body flexibility.
5. Design a fitness plan based on the results of health-related fitness assessment.
6. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure.

GRADE EIGHT

1. Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
2. Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance.
3. Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.
4. Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity.
5. Design and implement a fitness plan based on the results of health-related fitness assessment.
6. Apply nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels. | Physical Education 27

LEARNING STANDARDS | Physical Education 29

Standard 4:

EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Grades K-2

-Self-direction

-Safety

KINDERGARTEN

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Work independently and safely in self and shared space.
4. Explain rules related to safety and activity-specific procedures.

GRADE ONE

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Work independently and complete activities.
4. Explain rules related to safety and activity-specific procedures.

GRADE TWO

1. Respond positively to reminders of appropriate safety procedures.
2. Follow directions and handle equipment safely.
3. Complete activities and take responsibility for actions.
4. Explain rules related to safety and activity-specific procedures.

Benchmark ALEARNING STANDARDS | Physical Education 30

Grades K-2 Benchmark B

-Cooperation

-Respect

KINDERGARTEN

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation and consideration of others in partner and group physical activities.
3. Demonstrate willingness to work with a variety of partners in physical education activities.

GRADE ONE

1. Follow instructions and class procedures while participating in physical education activities.
2. Describe examples of cooperation and sharing in a variety of physical activities.
3. Demonstrate consideration of others with varying skill or fitness levels while participating in physical education activities.

GRADE TWO

1. Follow instructions and class procedures while participating in physical education activities.
2. Demonstrate cooperation with others when resolving conflicts.
3. Interact positively with others in partner and small group activities without regard to individual differences. 4. Take turns using equipment or performing a task.

Grades 3-5

-Self-direction

-Safety

GRADE THREE

1. Follow rules, safe practices and engage in class activities.
2. Identify equipment-specific safety rules and follow them.
3. Recognize characteristics of the equipment and environment that affect safe play.

GRADE FOUR

1. Follow rules and safe practices and engage in class activities.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
3. Engage in activities and stay on task with prompts and encouragement from others.

GRADE FIVE

1. Adhere to class and activity-specific rules and safe practices.
2. Adjust performance to characteristics of the environment to ensure safe play (e.g., space, equipment, others).
3. Engage in activities and take responsibility for actions.

OHIO'S NEW LEARNING STANDARDS | Physical Education 32

-Cooperation

-Respect

-Resolving conflict

GRADE THREE

1. Work cooperatively with a partner in the development of an activity, dance sequence or game.
2. Cooperate with a partner or small group by taking turns and sharing equipment.
3. Demonstrate acceptance of skill and ability of others through verbal and non-verbal behavior.
4. Demonstrate cooperation with others when resolving conflict.

GRADE FOUR

1. Listen, discuss options and develop a plan to accomplish a partner or group task or to improve play.
2. Participate with a group in cooperative problem-solving activities.
3. Demonstrate cooperation with and respect for peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

GRADE FIVE

1. Lead, follow and support group members to improve play in cooperative and competitive settings.
2. Evaluate personal behavior to ensure positive effects on others.
3. Demonstrate respectful and responsible behavior toward peers different from oneself.
4. Demonstrate cooperation with others when resolving conflict.

OHIO'S NEW LEARNING STANDARDS | Physical Education 33

Grades 6-8

-Safety

-Self-direction

GRADE SIX

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.
3. Make choices to demonstrate self-direction and effort.

GRADE SEVEN

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.
3. Engage in activities, stay on task, challenge oneself and take responsibility for actions.

GRADE EIGHT

1. Work cooperatively with peers of differing skill to promote a safe school environment.
2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
3. Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.

Benchmark B

-Cooperation

-Respect

-Resolving conflict

GRADE SIX

1. Offer positive suggestions to facilitate group progress in physical activities.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Show consideration of the rights and feelings of others when resolving conflict.
4. Accept decisions made by the designated official and return to activity.

GRADE SEVEN

1. Offer positive suggestions or constructive feedback to facilitate group progress.
2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

GRADE EIGHT

1. Provide support or positive suggestions to facilitate group progress or success.
2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
3. Resolve conflict with sensitivity to the rights and feelings of others.
4. Accept and respect decisions made by the designated official.

DARDS | Physical Education 36

Standard 5:

RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/OR SOCIAL INTERACTION.

Grades K-2

Health reasons to be physically active

KINDERGARTEN

1. Recognize physical activity has positive health benefits.

GRADE ONE

1. Recognize more physical activity leads to additional health benefits.

GRADE TWO

1. Identify specific health benefits from participation in daily physical activity.

Enjoyment

KINDERGARTEN-

1. Identify physical activities that are fun.

GRADE ONE

1. Identify why a physical activity is fun.

GRADE TWO

1. Discuss personal reasons (why?) for enjoying physical activity.

Benchmark AEW LEARNING STANDARDS I Physical Education 37

Grades 3-5

Health reasons to be physically active

GRADE THREE

1. Identify two health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

GRADE FOUR

1. Identify three health benefits from different dimensions (e.g., physical, emotional, intellectual) by participation in physical activity.

GRADE FIVE Benchmark

1. Identify multiple specific health benefits from different dimensions (e.g., physical, emotional, intellectual) from participation in physical activity.

Values physical activity through various means

GRADE THREE

1. Identify reasons for enjoying a selected physical activity.

2. Identify the feelings that come with the challenge of learning a new physical activity.

3. Recognize that physical activity provides opportunities for social interaction.

GRADE FOUR

1. Identify specific reasons for enjoying a selected physical activity. 2. Identify aspects of a physical activity that are challenging.

3. Identify the social benefits of a selected physical activity.

GRADE FIVE

1. Identify multiple specific reasons for enjoying a selected physical activity.

2. Identify aspects of a physical activity that are challenging, yet enjoyable.

3. Identify specific social benefits of a selected physical activity.

Grades 6-8

Health reasons to be physically active

GRADE SIX

1. Describe how being physically active contributes to a healthy body.

2. Describe how being physically active contributes to emotional health.

3. Describe how being physically active contributes to intellectual health.

GRADE SEVEN

1. Identify activities that can provide health benefits for at least three components of fitness.

2. Describe how different physical activities have an impact on emotional health.

3. Describe how different physical activities have an impact on intellectual health.

GRADE EIGHT

1. Link the health benefits that result from participation in specific physical activities.

2. Make a connection between physical activities and emotional health.

3. Make a connection between physical activity and intellectual health.

Values physical activity through various means

GRADE SIX

1. Identify enjoyable physical activities.
2. Identify a specific activity the student plays because he or she finds it challenging.
3. Identify a specific activity the student plays because of the opportunities for social interaction.

GRADE SEVEN

1. Analyze reasons to enjoy specific physical activities.
2. Analyze a specific activity the student plays because he or she finds it challenging.
3. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.

GRADE EIGHT

1. Discuss the reasons for participating in a selected physical activity.
2. Discuss the challenging aspects of participating in a selected physical activity.
3. Discuss the social benefits of participating in a selected physical activity.

Benchmark B

Discusses the positive impact physical activity has on his or her life.

Grade Band

6-8



Attachment 6.3d1_IPDP Template

Individual Professional Development Plan / Goal Sheet

Name:		Submission Date:	
Building/Assignment:			
Type of Certificate/License:			
Area of Licensure:			
Issue Date:		Effective Date:	
		Expiration Date:	
Plan Type Select one: <input type="checkbox"/> Initial Proposal <input type="checkbox"/> Revised Proposal <input type="checkbox"/> Amended Proposal			
IPDP Effective Date: <i>From</i> _____ <i>to</i> _____			
Renewal Cycle Select one: <input type="checkbox"/> Transitioning from certificate to license <input type="checkbox"/> 1 st renewal of 5-year license <input type="checkbox"/> 2 nd renewal of 5-year license <input type="checkbox"/> 3 rd + renewal of 5-year license			
Goals List 3-5 goals for your professional development learning. Within each goal, include three distinct aspects: (1) intention to engage in learning; (2) focus for learning; and (3) rationale for & application of learning. Indicate which Ohio Educator Standard(s) each goal reflects. (See sample goal below.)			
Sample Goal: <i>I will increase my knowledge of strategies to manage groups of students in order to improve classroom discipline.</i> Educator Standards: <i>Teacher Standard #1, Teachers understand student learning & development and respect the diversity of the students they teach.</i> <i>Teacher Standard #5, Teachers create learning environments that promote high levels of learning & achievement for all students.</i>			
Goal 1			
Educator Standard			
Goal 2			
Educator Standard			
Goal 3			
Educator Standard			

Additional goals (if applicable):

DO NOT MARK BELOW THIS LINE. FOR LPDC USE ONLY.

**D Revise/Resubmit
Revision Advice:**

-OR-

D Approved as written

Approval Signature_____ Date_____



Monitoring Student Learning

Purpose: Although Resident Educators will collect multiple sources of evidence of student learning throughout the year, this data inventory allows REs to identify a limited number of students and to monitor their learning in-depth. This process will help REs assess the effectiveness of their instructional practices. Monitoring a limited number of students can help the RE feel less overwhelmed by the range of learner needs within the classroom.

Directions:

1. Together, mentors and Resident Educators identify two students from two different instructional groups.
2. Resident Educators complete the *Monitoring Student Learning* data inventory below.
3. Once the *Monitoring Student Learning* data inventory is complete, mentors and Resident Educators can move into the planning phase of the Teaching-Learning Cycle.

MONITORING STUDENT LEARNING

Resident Educator:		Date Completed:	
Grade Level/Subject Area:		Grade Level/Subject Area:	
Student Name (First Name Only)		Student Name (First Name Only)	
Student Profile: Gender, Age		Student Profile: Gender, Age	
Description of Learning Concerns:		Description of Learning Concerns:	
Relevant Data	Data Source	Relevant Data	Data Source



Resident Educator Year 1 Self-Assessment Summary

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

Directions:

1. List strengths and areas for growth based on the first-year self-assessment.
2. Identify two priority areas for growth on which you will base your goals.
3. Review this document with your mentor, revise areas for growth as needed, and use this information for goal setting.

Strengths (Proficient)	Standard	Areas for Growth (Developing)
	Standard 1: Students <ul style="list-style-type: none"> • Knowledge of student development and prior learning • Relationships with students 	
	Standard 2: Content <ul style="list-style-type: none"> • Planning and instruction using knowledge of learning and content-specific strategies • Understanding assigned content and curriculum 	
	Standard 3: Assessment <ul style="list-style-type: none"> • Variety of formal and informal assessments • Alignment of standards, curriculum and instruction with assessments 	
	Standard 4: Instruction <ul style="list-style-type: none"> • Data-based goals • Research-based instructional activities • Appropriate instruction • Content linked with past and future learning • Differentiated scope and sequence of content as needed 	
	Standard 5: Learning Environment <ul style="list-style-type: none"> • Promotion of respect, cooperation and collaboration among students • Use of flexible learning and grouping strategies • Appropriate use of instructional time 	
	Standard 6: Collaboration and Communication <ul style="list-style-type: none"> • Effective communication strategies within the classroom • Use of variety of communication strategies with those outside the classroom 	
	Standard 7: Professional Responsibility and Growth <ul style="list-style-type: none"> • Adherence to district, state and federal regulations • Identification of areas of professional growth • Targeted goals • Participation in relevant professional development 	



Introduction to the *Goal-Setting Template*

Purpose: The Professional Goals-Setting Template allows mentors and Resident Educators to collaborate on a goal-setting process to guide the RE's growth for the academic year.

Directions:

1. Collaboratively with your evaluator and mentor, identify **two** goals that are specific, measurable, attainable, relevant, and time-bound (SMART). These should align with the two priorities identified on the *Self-Assessment Summary for Resident Educators* and other data.
2. Identify strategies needed and specify action steps to meet each goal, with a clear timeline, and evidence that will show completion of each goal. Use **two** goal-setting templates (one for each goal).
3. At mid-year and end-of-year, review your progress toward goal attainment, outlining the actions taken and the evidence which supports it. Revise goals as needed.



Goal-Setting Template

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

SMART GOAL #1	
Strategies needed to attain goal:	
Beginning of Year	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed
Mid-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed



End-of-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed



Goal-Setting Template

Resident Educator:

Mentor:

Grade Level/Subject Area:

Date:

SMART GOAL #2	
Strategies needed to attain goal:	
Beginning of Year	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed
Mid-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed



End-of-Year Review	
Planned Action Steps	Timeline
Evidence Indicators/Outcomes	Resources Needed



End-of-Year Reflection on Professional Goals

Directions:

- Consider your professional practice over the past year, in terms of the goals set aside and the evidence collected.
- Answer each of the following questions.

SMART GOAL #1:

1. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?
2. If you met your goal, what contributed to your success?
3. If you did not meet your goal, what were barriers to your success?

SMART GOAL #2:

4. Summarize your progress in the goal area. How did your progress in this area affect student learning and achievement?
5. If you met your goal, what contributed to your success?
6. If you did not meet your goal, what were barriers to your success?

OVERALL:

7. Of what are you most proud when you look back at the academic year?
8. What are possible areas for growth in the upcoming academic year?

INITIAL REFERRAL CHECKLIST

Date Completed	Task	Person Responsible
	Complete SPED Teacher Referral Form (that includes all data)	IS / General Ed Teacher
	Contact Coordinator/Psychologist with Completed Referral Form	IS
	Psych/Coordinator/IS Review data presented	Psych/Coordinator/IS
	Contact related service staff, if appropriate, to notify them of a possible new referral	IS/Coordinator
	Transfer relevant information to PR-04 (Referral for Evaluation)	Psych/Coordinator
	Contact parent and schedule a planning meeting	IS/Office Staff
	Create a Parent Invitation (PR-02) and send it home with at least 14 days notice of the meeting.	IS/Coordinator/Psych
	Document parent contact on the OP-9	IS
	Hold a planning meeting to determine if the referral will be accepted/rejected	All Team Members Attend

If the referral is accepted by the team:

Date Completed	Task	Person Responsible
	Develop a planning form	Psych/Coordinator
	Obtain parent permission through signatures on Planning form AND Consent Form (PR-05); Provide parent with IDEA Parents Rights Booklet *60 Day Eval Window Begins from this date*	IS/Psych/Coordinator
	PR-01 to show initiating evaluation (2 copies: Parent and File)	Coordinator/Psych
	Notify all team members that the 60-day evaluation window has opened and share planning form	Coordinator
	Schedule the ETR Meeting (IEP can be held the same day, or within 30 days of the ETR)	IS/Office Staff
	Create and send home Parent Invitation (PR-02)	IS
	Create Attempts to Obtain Parent Participation (OP-9); document all attempts	IS
	Hold the ETR Meeting	Psych
	PR-01 documenting outcome of ETR meeting	Psych
	Hold the IEP Meeting within 30 days	IS
	Provide parent with IDEA Parents Rights Booklet & Scholarship Letter	IS

	Provide parent with PR-01 Prior Written Notice	Psych/Coordinator
	EMIS for ETR and IEP	IS/Coordinator
	Completed documents in SPED file	Psych/IS

If the referral was rejected:

Date Complete	Task	Person Responsible
	Create a PR-01 to document reason for decision	Psych/Coordinator
	Advise the parent/teacher of an intervention plan	IS/Psych
	Schedule a follow-up parent meetings, as necessary to report	IS

Attachment 6.4a_NOCA Performance Goals

Northwest Ohio Classical Academy Performance Measurement Goals

English

Students at Northwest Ohio Classical Academy will become competent readers of the English language, regardless of their background or subgroup classification.

1. 85% of students who have attended the school for two or more years will score proficient or better on the ODE's English Language Arts Test in grades 3-8. Metric: Reading Ohio State tests in English Language Arts
2. Each cohort of students (grades K-8) will meet or exceed the expected growth norms on NWEA's Reading MAP assessment, as defined by NWEA's most recent normative data. Metric: NWEA
3. 80% of students' proficiency in reading will improve by at least 10% annually for the duration of the contract in all subgroups including students with disabilities, economically disadvantaged, African American, white, ELLs. Metric: NWEA

Math

Students at Northwest Ohio Classical Academy will become competent in the understanding and application of mathematical computation and problem solving regardless of their background or subgroup classification.

1. 85% of students who have attended the school for two or more years will score proficient or better on the ODE Mathematics Test in grades 3-8. Metric: Math Ohio State tests in Math
2. Each cohort of students (grades K-8) will meet or exceed the expected growth norms on NWEA's Math MAP assessment, as defined by NWEA's most recent normative data by the end of year 2. Metric: NWEA
3. 85% of students who have attended the school for two or more years will score at the proficient level or above on the End Of Course Mathematics Exams in Algebra I and Geometry.
4. 80% of students' proficiency in math will improve by at least 10% annually for the duration of the contract in all subgroups including students with disabilities, economically disadvantaged, African American, white, ELLs. Metric: NWEA

School-Specific

Attendance and Retention

Northwest Ohio Classical Academy will be fully enrolled and demonstrate high levels of daily attendance and student retention.

1. Northwest Ohio Classical Academy student enrollment will be at 85% of projected enrollment described in the charter application at the beginning of each school year. Metric: The

community school will track enrollment numbers and provide detailed analysis in its annual report.

2. 85% of students who begin the school year at Northwest Ohio Classical Academy will remain in the school throughout the academic year. Metric: The Academy will track enrollment numbers and provide detailed analysis in its annual report.
3. 85% of students who complete the school year at NOCA will re-enroll for the following school year. Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.
4. Average daily student attendance at Northwest Ohio Classical Academy will be at or above 93% over the course of each school year. Metric: The community school will track enrollment numbers and provide detailed analysis in its annual report.
5. The student body will grow at the rate of at least 15% in the second and third years of operation while the range of grades offered increases and will continue to grow in the fourth and fifth year. Metric: The Academy will track enrollment numbers and provide detailed analysis in annual report.

Surveys

Northwest Ohio Classical Academy will ensure parent approval and support that demonstrates the school's long-term viability and effectiveness.

1. Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85% of respondents. Metric: The Academy will administer parent surveys annually.
2. Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85%. Metric: The school will administer parent surveys annually.



Accountability- Attachment 6.4

Kindergarten – 12th Grade

(A school that does not offer a grade higher than twelve excluding Dropout Prevention & Recovery Schools)



➤ **Evaluation of Local Report Card Components**

- The school must receive a “C” or better in all applicable Local REPORT CARD **components** on the Ohio Interactive Local Report Card (iLRC) Power User Reports, or any subsequent report enacted to replace or supplement the iLRC Power User Reports, hereafter known as the “Graded Components” listed here:

	Schools serving any grades Kindergarten-12 th grade are accountable for any applicable local report card component below:	Metric/Target- General means of evaluating an aspect of a measure.
Local Report Card Components (broad categories of performance)	Overall Local Report Card Grade	≥ C
	Achievement Component Grade	≥ C
	Progress Component	≥ C
	Gap Closing Component	≥ C
	Graduation Rate	≥ C
	Improving At-Risk K-3 Readers	≥ C
	Prepared for Success	≥ C

- Any school receiving less than a “C” on any Local Report Card component will be required to implement the following accountability steps listed below.
- When the school receives two consecutive years of a letter grade of “C” or higher in all measures stated above, interventions will no longer be required. The Sponsor recommends the school continue to implement all interventions as best practices after achieving a letter grade of “C” in all measures in order to maintain achievement.

First Year Actions	
Kindergarten – 12th Grade, or a school that does not offer a grade higher than twelve/ non-DOPR School	
Criteria: School receiving a letter grade of “D” or “F” on any identified Local Report Card Components:	
The Sponsor Will:	The School Will:
A. Offer technical assistance for the Ohio 5-Step Improvement Process (OIP) and the development of the School Improvement Plan.	A. Require School Leader and Community School Leadership Team to attend an Ohio Leadership Advisory Council (OLAC) Facilitator Training, other approved Ohio Department of Education training, or sponsor training and implement the Ohio 5-step Improvement Process (OIP) to identify root-cause, needs, goals, strategies, and action steps that will move the school forward. Training on implementing the Ohio Improvement Process must be provided to all staff involved in implementing the OIP.
B. Require the School to review or revise a School Improvement Plan for the following school year to address the academic and other needs of the School. Review and offer feedback on the School Improvement Plan.	B. Through a Community School Leadership Team (CSLT) that includes parents, Board Members, community stakeholders and sponsor feedback, review and revise the required OIP Focused Plan inclusive of 6.4b Intervention actions listed herein. Provide evidence of the process, including timelines and modification to the strategies and action steps based on data collected.
C. Require the School to monitor and evaluate the School Improvement Plan for the following school year to address the needs of the School.	C. The School Leader will systematically report to the Governing Authority on the development, implementation and progress of the School Improvement Plan and 5-Step Process and at each regularly scheduled Board meeting.
D. Offer technical assistance for the development of a school professional development plan included in the School Improvement Plan Action Steps.	D. Implement evidence-based school-wide practices to support student learning that includes “best” first instruction: <ul style="list-style-type: none"> a. Provide resources for the deconstruction of learning standards and creation of learning targets in content areas, specifically reading and math, throughout the year. Using this process systematically in TBTs, revise pacing guides in ELA and math, ensure standards and learning targets are identified in lesson plans, and evaluate the communication of the

	<p>standards/learning targets to students as part of the formal OTES process/or alternative</p> <ul style="list-style-type: none"> b. Align informal assessments, materials, and resources to the standards and learning targets as evidenced by the use of an alignment tool kit c. Using disaggregated data trends to determine root cause, design and implement a multi-tiered system of supports for students at-risk that meets criteria outlined by ESSA and the Ohio Department of Education.
<p>E. Offer technical assistance to support the development of instructional leadership skills for the school leader and/or the school leadership team.</p>	<p>F. Meet any other requirements as outlined in legislation or by ODE and submit any required reporting to ODE and the Sponsor as required by ESSA Focus and Priority Schools.</p>
	<p>G. Abide by all consequences as outlined in ESSA or any subsequent enacted legislation.</p>

Second Year Actions

Kindergarten – 12th Grade, or a school that does not offer a grade higher than twelve/ non-DOPR School

Criteria: School receiving a letter grade of “D” or “F” on identified Local Report Card Components for a second consecutive year:

In addition to Year 1 supports, the Sponsor Will:	The School Will:
A. Utilize school performance data and surveys to determine technical assistance needs related to improve academic instruction and student achievement.	A. The School will build upon and strengthen all First Year Actions.
B. Review and offer feedback on the School Improvement Plan and 5-Step Process. Offer training and support for School Leaders related to instructional leadership.	B. Hire an Academic Coach(s) following Sponsor requirements and tools (See Academic Coach credentials and job responsibilities). The School will submit Academic Coach credentials for Sponsor review and confirm hiring of an Academic Coach. The school is responsible for evidence of the fidelity to the outlined job responsibilities by the Academic Coach.
C. Establish Academic Coach minimum qualifications and suggest key roles and responsibilities.	C. Establish schedules and implement strategies that provide increased collaborative planning time for teachers that is protected from internal or external interference or interruptions.
D. Continue to offer technical assistance for the development and implementation of a school professional development as identified within the School Improvement Plan to support strategies and action steps. Utilize the guidelines outlined in Ohio Standards for Professional Development (2015).	D. Continue and strengthen implementation of first year professional development plan components (based on root-cause analysis) outlined in the School Improvement Plan. Follow guidelines presented in Ohio Standards for Professional Development (2015).
	E. Using the Ohio Standards for Principals, the Governing Authority will redefine job responsibilities and priorities for the School Leader and provide mentorship/coaching related to identified priorities and revised growth plan goals from qualified educational organizations. The school will provide evidence of such.
	F. School leader will develop teacher growth plans for ineffective staff following Ohio Teacher Evaluation System (OTES) guidelines to improve academic instruction and student achievement. The school will provide evidence of such upon request.

Third Year Actions	
Kindergarten – 12th Grade, or a school that does not offer a grade higher than twelve/ non-DOPR School	
Criteria: School receiving a letter grade of “D” or “F” on identified Local Report Card Components for a <i>third</i> consecutive year:	
In addition to Year 1 and Year 2 Supports, the Sponsor Will:	The School Will:
A. Offer technical assistance to assist in improving academic instruction and student achievement.	A. The School will build upon and strengthen all First Year Actions and Second Year Actions.
B. Sponsor will conduct a mini audit of instructional program, resources and tools and distribute finding to the Governing Authority.	B. Utilizing an evidence-based evaluation model, complete a program evaluation on key reading and/or math initiatives in the school and provide results to Governing authority with suggestions for modification, deletions, or expansions based on the data.
	C. Based on a school review/audit from external source, implement recommendations to address challenges and build on strengths to improve school performance in areas of leadership/governance, curriculum & instruction, data and assessment, human resource and professional development, and fiscal management.

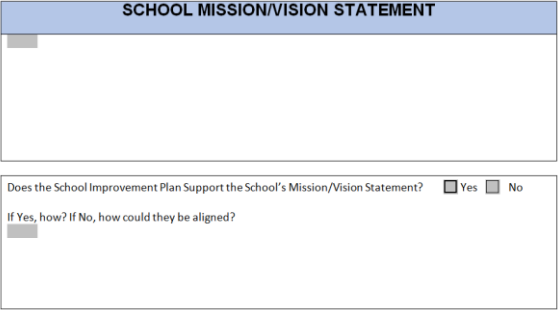
Fourth Year Actions	
Kindergarten – 12th Grade, or a school that does not offer a grade higher than twelve/ non-DOPR School	
Criteria: School receiving a letter grade of “D” or “F” on identified Local Report Card Components for a fourth consecutive year:	
If the School is not required to close by the Ohio Revised Code, the Sponsor will:	The School Will:
A. Sponsor may take over the operations of the school; and/or	A. Close at the conclusion of the school year and meet all requirements for closure as outlined by the Ohio Revised Code if the School meets the requirements for closure as found in the Ohio Revised Code.
B. Work with the Board to replace the operator of the school; and/or	B. If the School does not close as required by the Ohio Revised Code, it will continue all First Year, Second Year, and Third Year Actions.
C. Place the school in Academic Probation ² status and outline specific requirements for the School; and	C. Meet all requirements as outlined by the Sponsor before the Academic Probation ² status is lifted.
D. Continue to offer technical assistance towards improving academic instruction and student achievement.	D. Replace staff relevant to failure; and/or
	E. Reconfigure the organizational structure of the school or adopt a new operational structure.
<p><i>Academic Probation status denotes that the Sponsor has considered the school’s specific circumstances surrounding not meeting the minimum requirements stated in Attachment 6.4 and has prescribed steps to assist the school in meeting those requirements. The Sponsor will consider the options listed in Attachment 6.4 as possible interventions, but will consider other options if deemed appropriate considering the school’s specific circumstances. The Sponsor cannot be held responsible if the academic intervention steps do not result in a “C” or better in all components as the Sponsor will act in good faith to assist in ensuring the school is academically successful while honoring and respecting the School and Governing Authority’s autonomy.</i></p>	

➤ **Evaluation of Local Report Card Measures**

- The school shall also aim to receive a “C” or better in all **applicable** local report card **measures** on the Ohio Interactive Local Report Card (iLRC) Power User Reports, or any subsequent report enacted to replace or supplement the iLRC Power User Reports, hereafter known as the “Graded Measures” listed below.

Local Report Card Measures (specific marks of performance)	Schools serving any grades Kindergarten – 12 th grade are accountable for any applicable local report card measures below:	Metric/Target- General means of evaluating an aspect of a measure.
	Performance Index Indicators Met	≥ C
	All Students Gifted Students Progress Students in the Lowest 20% in Achievement Progress Students with Disabilities Progress	≥ C
	Annual Measurable Objectives	≥ C
	Four-Year Graduation Rate Five-Year Graduation Rate	≥ C

- Additionally, the school shall meet the following academic and non-academic measures of student performance:

	Additional Measures	Metric/Target- General means of evaluation an aspect of a measure.
Academic & Non-academic Measures agreed upon within the community school contract	Chronic Absenteeism Indicator on Local Report Card	Meet Indicator
	Implementation of the 5-step Ohio Improvement Process 	School submitted required school improvement plan on-time, inclusive of a roots-cause analysis and mission-specific goals for all students and subgroups
	Nationally-Normed Assessment – A standardized Assessment listed in the community school contract should demonstrate at least 1 years’ worth of growth for 80% of students tested in reading and math using the Ohio’s Where Kids Count Rules including the All Student Group and each sub group identified.	≥ 1 years’ growth for 80% of students tested in reading and math
	Sub-group Attendance and Behavior Goals	Annually increase attendance rates for all subgroups. Annually decrease suspensions and expulsions for all sub-groups of students.

Financial Measures	Measures:	Metric/Target – General means of evaluating an aspect of a measure.
	Performance on Most Recent Audit	School did not receive any findings for recovery.
	Positive Net Income	School ended the year with positive net income.
	Positive Cash Flow	School ended the year with positive cash flow.
	Debt Ratio	School maintained a 1:1 debt ratio.
	Enrollment Variance	School maintained an enrollment variance throughout the year of 5%.

Organizational/Operational Measures	Measures:	Metric/Target – General means of evaluating an aspect of a measure.
	Submission of the following: CSLT Meeting Form, Nationally Normed Assessment Data, Management Company Evaluation, 6.4b Intervention Reporting Template, School Annual Report, Five-Year Forecast	School submitted required documentation on time.
	Academic Coach	If the school was required to hire an academic coach per interventions listed above, the school hired and maintained the coach's services for the majority of the school year.
	Corrective Action Plans	School was not placed on a corrective action.

	Probation	School was not placed on probation.
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NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 8.3 - Dismissal Procedures and Plan for Disposition of Employees

DISMISSAL OF STAFF

a.) Dismissal Procedures for Staff and the Plan for Disposition of Employees

Dismissal and Disciplinary Procedure for Staff

The School is an “At Will” employer and employees may be terminated without cause. Listed below are some reasons why an employee may be terminated or disciplined.

1. Theft or dishonesty
2. Intentional destruction or unauthorized use of School property
3. Falsification of School records
4. Unacceptable work performance, including irregular or tardy attendance
5. Threatening harassing, assaulting or abusing any student, employee or visitor
6. Sexual harassment
7. Fighting physical violence or verbal abuse
8. Violation of the drug, alcohol or smoking policies
9. Neglect of duty
10. Insubordination
11. Failure to adhere to the mission and/or policies of the School
12. Other behavior seriously detrimental to the successful operation of the school or student performance

Disposition of Employees if School Sponsor Contract is Terminated

In the event that the School’s community school contract is terminated and not renewed under R.C. 3314.07, the School will make all reasonable efforts to help employees secure positions with other local schools and will assist employees in obtaining government benefits to which they are entitled under law. In addition, the Governing Authority will ensure:

1. that each staff member’s LPDC information is current and up to date,
2. that the staff is reminded of their obligation to teach up until the date of the closing or as required by contract,
3. that the school staff members have sponsor contact information,
4. that the staff will be provided information on unemployment, COBRA eligibility, STRS/SERS implications, and
5. that the staff will receive clear timelines and procedures for the closing.



NORTHWEST OHIO CLASSICAL ACADEMY

Attachment 8.4 - Employee Benefits

EMPLOYEE BENEFITS

Northwest Ohio Classical Academy (NOCA) will provide its employees with quality, affordable, and competitive healthcare benefits as a part of its total compensation package. Each full time employee who elects healthcare will have the option of enrolling in medical, dental, and/or vision coverage's for individuals or immediate family members.

NOCA will also have access to supplemental insurance services provided through Aflac or similar provider.

Retirement contributions are made through State Teachers Retirement (STRS) for certified staff and School Employees Retirement (SERS) for classified staff.

NOCA employees also have the option of contributing to an employer sponsored 403B retirement plan.

FY2019 - May 2019 Submission

IRN No.:

County: LUCAS

Type of School: Brick N Mortar

Contract Term: ST ALOYSIUS 06/30/2020

School Name: Northwest Ohio Classical Academy

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended 2016 through 2018 Actual and

the Fiscal Years Ending 2019 through 2023, Forecasted

	Actual			Forecasted				
	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ -	\$ -	\$ -	\$ 1,662,534	\$ 2,227,226	\$ 2,429,789	\$ 2,611,645	\$ 2,793,501
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	-	-	-	-	-	-	-	-
Total Operating Receipts	\$ -	\$ -	\$ -	\$ 1,662,534	\$ 2,227,226	\$ 2,429,789	\$ 2,611,645	\$ 2,793,501
Operating Disbursements								
100 Salaries and Wages	\$ -	\$ -	\$ -	\$ 855,588	\$ 1,058,246	\$ 1,311,921	\$ 1,405,809	\$ 1,505,751
200 Employee Retirement and Insurance Benefits	-	-	-	308,012	380,969	472,292	506,091	542,070
400 Purchased Services	-	-	-	608,506	679,165	701,551	756,553	787,646
500 Supplies and Materials	-	-	-	375,304	147,038	156,117	165,106	174,075
600 Capital Outlay -New	-	-	-	57,777	42,525	25,380	26,865	28,350
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-
800 Other	-	-	-	10,930	11,740	12,010	12,280	12,550
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ -	\$ -	\$ -	\$ 2,216,117	\$ 2,319,682	\$ 2,679,272	\$ 2,872,704	\$ 3,050,442
Excess of Operating Receipts Over (Under)								
Operating Disbursements	\$ -	\$ -	\$ -	\$ (553,583)	\$ (92,457)	\$ (249,482)	\$ (261,059)	\$ (256,941)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ -	\$ -	\$ -	\$ 189,333	\$ 252,444	\$ 273,481	\$ 294,519	\$ 315,556
State Grants (3200, except 3211)	-	-	-	350,000	250,000	-	-	-
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-	-
Donations (1820)	-	-	-	18,225	24,300	26,325	28,350	30,375
Interest Income (1400)	-	-	-	-	-	-	-	-
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	(926)	-	-	-	-
Transfers - In	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ -	\$ -	\$ -	\$ 556,632	\$ 526,744	\$ 299,806	\$ 322,869	\$ 345,931
Excess of Operating and Nonoperating Receipts								
Over/(Under) Operating and Nonoperating								
Disbursements	\$ -	\$ -	\$ -	\$ 3,050	\$ 434,288	\$ 50,324	\$ 61,810	\$ 88,989
Fund Cash Balance Beginning of Fiscal Year	\$ -	\$ -	\$ -	\$ -	\$ 3,050	\$ 437,337	\$ 487,662	\$ 549,471
Fund Cash Balance End of Fiscal Year	\$ -	\$ -	\$ -	\$ 3,050	\$ 437,337	\$ 487,662	\$ 549,471	\$ 638,460

Assumptions

	Actual			Forecasted				
	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Staffing/Enrollment								
Total Student FTE				243	324	351	378	405
Instructional Staff				16.00	22.00	24	26	27
Administrative Staff				4.50	4.50	4.50	4.50	4.50
Other Staff								
Purchased Services								
Rent	\$ -	\$ -	\$ -	\$ 81,000.00	\$ 108,000.00	\$ 108,000.00	\$ 132,000.00	\$ 132,000.00
Utilities	-	-	-	94,073.18	125,149.51	127,603.67	130,054.57	132,547.87
Other Facility Costs	-	-	-	64,000.00	-	-	-	-
Insurance	-	-	-	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Management Fee	-	-	-	-	-	-	-	-
Sponsor Fee	-	-	-	43,812.90	58,417.20	63,285.30	68,153.40	73,021.50
Audit Fees	-	-	-	-	-	-	-	-
Contingency	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-
Legal	-	-	-	10,000.00	12,000.00	3,500.00	3,570.00	3,641.40
Marketing	-	-	-	10,000.00	2,500.00	2,500.00	2,500.00	2,500.00
Consulting	-	-	-	77,400.00	79,098.00	80,833.71	82,607.98	84,421.67
Salaries and Wages								
Employee Benefits								
Special Education Services				60,000.00	81,600.00	88,400.00	95,200.00	102,000.00
Technology Services				22,000.00	22,440.00	22,888.80	23,346.58	23,813.51
Food Services				131,220.00	174,960.00	189,540.00	204,120.00	218,700.00
Other								
Total	\$ -	\$ -	\$ -	\$ 608,506.08	\$ 679,164.71	\$ 701,551.48	\$ 756,552.53	\$ 787,645.95
Financial Metrics								
Debt Service Payments	\$ -	\$ -	\$ -	\$ 926	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	4.29	0.00	0.00	0.00	0.00
Growth in Enrollment	0.00%	0.00%	0.00%	0.00%	33.33%	8.33%	7.69%	7.14%
Growth in New Capital Outlay	0.00%	0.00%	0.00%	0.00%	-26.40%	-40.32%	5.85%	5.53%
Growth in Operating Receipts	0.00%	0.00%	0.00%	0.00%	33.97%	9.09%	7.48%	6.96%
Growth in Non-Operating Receipts/Expenses	0.00%	0.00%	0.00%	0.00%	-5.37%	-43.08%	7.69%	7.14%
Days of Cash	0.00	0.00	0.00	0.00	0.00	0.16	0.17	0.18

Assumptions Narrative Summary

- First Year of Operations FY2020
- ODE Grant for 1st Year Schools Expected
- Steady Increase in Enrollment After Year 1
- Depreciation of Fixed Assets Purchased in Year 1 to be 7 Years.

Fiscal Year 2020-2024 Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debitor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A	\$ -	\$ -	\$ -	\$ -	

- July Will Be Accrued Wages
- Payroll Taxes and Benefits at % of Salaries and Wages
- Sponsor Fees at 3% of Foundation
- Facilities Funding at \$200/Student
- Consulting Fees include Treasury Services
- Custodial Costs part of Rent CAM costs
- Legal Expected to Drop by Year 3 and 2% Increased After
- Treasury Services at 2% Increase Per Year
- Technology Services Quoted at 2% Increase Per Year
- Food Program Will Be All Student Pay
- ITC Services at a 2% Increase Per Year
- Special Education Services to Grow with Enrollment
- After Initial Purchases, Furniture & Equip. Upgrades Every 2 Years
- Marketing High Costs in Year 1 then Lowers to Steady For Remaining Years
- Planning a Computer Lab Build for Year 1
- Rent as Per Quoted Contract from Landlord
- CAM or Utilities are Part of Rent Contract Costs
- Utilities Estimated by Square Footage
- The School Currently Has No Debt and Anticipates No Debt
- Federal Grant Funding to Increase with Enrollment
- Full Time Equivalent Students. By Fiscal Year Indicated

Loan B	\$ -	\$ -	\$ -	\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	
Capital Leases	\$ -	\$ -	\$ -	\$ -	
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	

Per Budget, by fiscal year indicated

Minimum FTEs need to meet budget

Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
231	308	333	359	385
219	293	316	341	366