IV APPENDIX

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Cornerstone
Classical Charters

APPENDIX 1: ARTICLES OF INCORPORATION & BYLAWS

ARTICLES OF INCORPORATION

Article I: Name

The name of the corporation Not for Profit shall be **CORNERSTONE CLASSICAL EDUCATION FOUNDATION CORP.** (hereinafter referred to as the "Corporation").

Article II: Duration

The Corporation shall have perpetual existence.

Article III: Purposes and Powers

3.1 A. Nonprofit Corporation. The Corporation is not organized for profit; it shall have no capital stock and shall not be authorized to issue capital stock.

B. Statement of Mission and Purposes. The mission of the Corporation is to create a network of academically rigorous, college preparatory schools in the classical tradition. The ultimate goal of Cornerstone is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens. To that end the Corporation is organized and shall be operated exclusively for charitable, scientific, literary, cultural, or educational purposes, including but not limited to operating high quality charter schools within the State of Florida and including for such purposes the making of distributions to organizations that qualify under section 501(c)(3) of the Internal Revenue Code (the "Code") or the corresponding section of any future federal tax code.

C. To carry on such other activities that are in furtherance of and in support of the foregoing purposes as are lawful and proper for corporations formed under the Florida Not for Profit Corporation Act and Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code

3.2 Subject only to such limitations as now or hereafter are prescribed by law or in the Corporation's Articles of Incorporation, the powers of the Corporation shall be as provided in the bylaws of the Corporation in accordance with Chapter 617, Florida Statutes. The Corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purposes previously stated in this Article III or are necessary or incidental to the powers so conferred.

Article IV: Limitations

4.1 No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, officers, or other private persons. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from the federal income tax under section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

4.2 Upon the dissolution of the corporation, its assets shall be distributed for one or more exempt purposes

within the meaning of section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed 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.

Article V: Members

5.1 The Corporation shall have no members.

Article VI: Directors

6.1 The number of directors may be increased or decreased from time to time in accordance with the Bylaws of the Corporation, but shall never be less than three (3).

6.2 The directors of the Corporation shall be elected in accordance with the methods and qualifications specified in the Bylaws of the Corporation.

6.3 The powers, duties, qualifications, terms of office, manner of election, and time and criteria for removal of directors shall be as set forth in the Bylaws of the Corporation.

6.4 Directors of this Corporation, and any Officers elected by the Directors of this Corporation, shall serve in their capacity as such without compensation except for reimbursement for actual expenses.

Article VII: Director Liability Limitations

7.1 If the Florida Not For Profit Corporations Act, or any other law, is hereafter amended to authorize corporate action further eliminating or limiting the personal liability of directors or officers, then the liability of directors and officers of this Corporation shall be eliminated or limited to the full extent permitted by the Florida Not for Profit Corporation Act, or other law, as so amended, without need for further amendment of these Articles of Incorporation or any other action by the Board of Directors. Any repeal or modification of this Article shall not adversely affect any right or protection of a director of the Corporation existing at the time of such repeal or modification for or with respect to an act or omission of such director occurring prior to such repeal or modification.

Article VIII: Indemnification and Insurance

8.1 Right to Indemnification. The Corporation shall have the power and authority to provide indemnification in accordance with the law and the bylaws of the Corporation.

8.2 Insurance. The Corporation may maintain insurance at its expense in accordance with the bylaws of the Corporation.

Article IX: Bylaws

The Board of Directors shall adopt the Bylaws of the Corporation. The authority to make, alter, amend or repeal the Bylaws of the Corporation is vested in the Board of Directors.

Article X: Amendments

These Articles of Incorporation may be amended at any regular meeting of the Board of Directors or any special meeting of the Board of Directors called for that purpose, in either case upon receiving the vote of a majority of the directors then in office.

Signed as being a true copy of the Restated Articles of Incorporation of Cornerstone Classical Education Foundation Corp adopted on the 13th day of April, 2015.

CORNERSTONE CLASSICAL EDUCATION FOUNDATION CORP.

By William Korach, President, Cornerstone Classical Education Foundation Corp.
April 13, 2015

BY LAWS OF

of

Cornerstone Classical Education Foundation Corp.
(A Florida Not-For-Profit Corporation)

ARTICLE I
NAME

Section 1.1. **Name.** The name of the Corporation shall be Cornerstone Classical Education Foundation Corp. (the "Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. **Statement of Mission and Purposes.** The mission of the Corporation is to create a network of academically rigorous, college preparatory schools in the classical tradition. The ultimate goal of Cornerstone is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens. To that end the Corporation is organized and shall be operated exclusively for charitable, scientific, literary, cultural, or educational purposes, including but not limited to operating high quality charter schools within the State of Florida and including for such purposes the making of distributions to organizations that qualify under section 501(c)(3) of the Internal Revenue Code (the "Code") or the corresponding section of any future federal tax code.

Section 2.2 **Dissolution.** In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where 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. Pursuant to Section 1002.33(8)(e), Florida Statutes, upon dissolution, all unencumbered public funds and property purchased with public funds, will revert to the ownership of the School District sponsor.

ARTICLE III
MEMBERSHIP

Section 3.1. **Members.** This Corporation shall have no members. Any action, which would otherwise by law require approval of a majority of all members or approval by the members, shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board of Directors.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. **Management.** All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of no less than fifty percent (50%) of the Board is present. The affirmative vote of not less than a majority of the then current board members at a duly noticed meeting shall be necessary for all actions by the Board relating to the following:

4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;

4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;

4.1.3. Organization of a subsidiary or affiliate by the Corporation; and

4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. **Number of Directors.** The number of directors may be increased or decreased from time to time in accordance with the Bylaws of the Corporation, but shall never be less than three (3). Additional directorships created shall be filled in a manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. **Nomination of Directors.** Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.4. **Election of Directors.** Directors shall be elected by the Board at any meeting when there is an open seat on the board from a slate of nominees.

Section 4.5. **Term of Elected Directors.** The term of directors shall expire on June 30th of the year in which the term expires. The existing members of the Board of Directors and the expiration of their terms are:

Name	Term Expires
William Korach, Chairman	June 30, 2016
Jerry Merckel, Treasurer	June 30, 2016
Denise Maynard, Secretary	June 30, 2016
Jennifer Carroll	June 30, 2016
Tina Meskel	June 30, 2016
Ray Sanchez	June 30, 2016
Jack Capra	June 30, 2016
Alan Stevenson	June 30, 2016

All correspondence can be sent to:

Cornerstone Classical Education Foundation Corp.
1093 A1A Beach Blvd. #321
St. Augustine, FL 32080-6733

All Directors selected as replacements for the above named Directors, and any of the above named directors re-elected shall hence forth serve a term of three (3) years.

Section 4.6. **Vacancies.** Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Section 4.7. **Resignation or Removal of Directors.** A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors, specifically, but not by way of limitation, they may remove any Director for failing to attend three (3) consecutive meetings of the Board without the necessity of a meeting or otherwise taking a position that is contrary to the philosophy and direction of the Corporation. A Director who is an officer that has been removed as set forth in Section 4.7 is automatically removed as a committee member.

Section 4.8. **Compensation of Directors.** Directors will not receive compensation for services rendered in their capacities as Directors. The Corporation will follow Section 112.313(10) and 112.313(3), Florida Statutes, which prohibits an employee of a political subdivision in the State from also holding office as a member of the governing board, and which prohibits a public officer, acting in a private capacity, from selling goods or services to that person's agency.

Section 4.9. **Annual Meetings of the Board.** The annual meeting of the Board shall be held without other notice than this Bylaw during the month of July of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.10. **Special Meetings.** Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.11. **Regular Meetings.** The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.12. **Quorum and Action of the Board.** Fifty percent (50%) of the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as

otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of at least two (2) Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

ARTICLE V
OFFICERS

Section 5.1. **Number.** The Corporation may have a President, Vice-President, Secretary, Treasurer and Chairman of the Board of Directors (who shall also serve as President), each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. **Election and Term of Office.** All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of three (3) years, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Section 5.3. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.1 for the remaining unexpired term of such office.

Section 5.4. **Resignation or Removal of officers.** An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 4.1 hereinabove.

Section 5.5. **President.** The President shall preside at all meetings of the Board. He or she shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He or she shall report as directed to the Board at each meeting. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6. **Vice-President.** The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7. **Secretary.** The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, authenticate records of the Corporation and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. **Treasurer.** The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to

and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1 The Vice President shall perform the services of the President.

5.10.2. Any other officer may perform the services of the Secretary in his or her absence.

5.10.3. The Secretary shall perform the services of the Treasurer.

5.10.4. The President shall perform the services of the Vice President.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. The Corporation will follow Section 112.313(10) and 112.313(3), Florida Statutes, which prohibits an employee of a political subdivision in the State from also holding office as a member of the governing board, and which prohibits a public officer, acting in a private capacity, from selling goods or services to that person's agency.

ARTICLE VI
COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner

terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. **Committee Meetings.** Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least one (1) weeks prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of
committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section.6.6. **Resignation or Removal of Committee Members.** A member of any committee may resign at any time by tendering his resignation in writing to the President of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee. A director who is a member of a committee that has been removed as set forth in Section 4.6 above is automatically removed as a committee member.

ARTICLE VII
MANNER OF HOLDING MEETINGS

Section 7.1. **General.** Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope, transmitting by facsimile or by delivering the address through other electronic means provided by the individual to the Corporation, the cost thereof being prepaid, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation. The notice shall be effective as set forth in Florida Statutes Section 617.0141.

Section 7.2. **Waiver.** Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

Section 7.3 **Meetings by Telephone**. Members of the Board or any committee designated by the Board may participate in a meeting of such Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 7.4 **Presumption of Assent.** A Director present at a Board meeting at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent or abstention is entered in the minutes of the meeting or unless such Director files a written dissent or abstention to such action with the person acting as secretary of the meeting before the adjournment thereof or forwards such dissent or abstention by registered mail to the Secretary of the Corporation immediately

after the adjournment of the meeting. Such right to dissent or abstain shall not apply to a Director who voted in favor of such action.

Section 7.5 **Action by Board Without a Meeting.** Any action that could be taken at a meeting of the Board may be taken without a meeting if a written consent setting forth the action so taken is signed by each of the Directors. Such written consents may be signed in two or more counterparts, each of which shall be deemed as original and all of which, taken together, shall constitute one and the same document. Any such written consent shall be inserted in the minute book as if it were the minutes of a Board Meeting.

Article VIII
CONTRACTS, LOANS AND DEPOSIT OF FUNDS

Section 8.1 **Contracts.** The Board, except as in these Bylaws otherwise provided, may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its assets or credit or render it liable for any purpose or to any amount.

Section 8.2 **Loans and Deposits.** No loan or advance shall be contracted on behalf of the Corporation, no negotiable paper or other evidence of its obligation under any loan or advance shall be issued in its name, and no property of the Corporation shall be mortgaged, pledged, hypothecated or transferred as security for the payment of any loan, advance, indebtedness or liability of the Corporation unless and except as authorized in writing by the Board. Any such authorization may be general or confined to specific instances. All monies of the Corporation not otherwise employed shall be deposited from time to time to its credit in such banks or other depositories as the Board may select, or as from time to time may be selected by any officer or agent authorized to do so by the Board.

Section 8.3 **Checks, Drafts, Etc.** All notes, drafts, acceptances, checks, endorsements and evidences of indebtedness of the Corporation shall be signed by such officer(s) or such agent(s) of the Corporation and in such manner as the Board from time to time may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories shall be made in such manner as the Board from time to time may determine.

Section 8.4. **Contributions.** The Board will adopt a Policy on Contributions and political endorsements. The policy will expressly prohibit the following actions by the organization at any time or place, by any party on organizational property or by any party present at or participating in any organizational functions:

8.4.1 Endorsing or opposing either directly or indirectly any candidate for public office

8.4.2 Donating or contributing to a candidate's campaign

8.4.3 Participating or engaging in political fundraising events or otherwise soliciting contributions to a candidate's campaign

8.4.4 Distributing statements for or against a particular candidate

8.4.3 Engaging in any other activity that may favor or oppose a candidate

Contributions/Donations to the School – All donations to the school become property of the school and shall be reported to the appropriate office staff. Employees are prohibited from accepting contributions/donations for their personal use.

ARTICLE IX
ONFLICTS OF INTEREST

Section 9.1. **Conflicts of Interest.** The Board shall adopt a Policy on Conflicts of Interest.

ARTICLE X
BOOKS, RECORDS AND FINANCIAL STATEMENTS

Section 10.1 **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 10.2. **Financial Statements.** Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE XI
INDEMNIFICATION AND INSURANCE

Section 11.1 **Right to Indemnification.** Each person who was, or is threatened to be a party to or otherwise involved (including, without limitation, as a witness) in any actual or threatened action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director or officer of the Corporation or, while a director or officer, he or she is or was serving at the request of the Corporation as a director, trustee, officer, employee or agent of another corporation or of a partnership, joint venture, trust or other enterprise, including service with respect to employee benefit plans, whether the basis of such proceeding is alleged action in an official capacity as a director, trustee, officer, employee or agent or in any other capacity while serving as a director, trustee, officer, employee or agent, shall be indemnified and held harmless by the Corporations, to the full extent permitted by applicable law as then in effect, against all expense, liability and loss (including attorney's fees, judgments, fines, ERISA excise taxes or penalties and amounts to be paid in settlement) actually and reasonable incurred or suffered by such person in connection to herewith, and such indemnification shall continue as to a person who has ceased to be a director, trustee, officer, employee or agent and shall inure to the benefit of his or her heirs, executors and administrators; provided, however, that except as provided in Section 10.2 of this Article with respect to proceedings seeking solely to enforce rights to indemnification, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceedings (or part thereof) was authorized by the Board of Directors of the Corporation. The right to indemnification conferred in this Section 10.1 shall be a contract right and shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition; provided, however, that the payment of such expenses in advance of the final disposition of a proceeding shall be made only upon delivery to the Corporation of an undertaking, by or on behalf of such director or officer, to repay all amounts so advanced if it shall ultimately be determined that such director or officer is not entitled to be indemnified under this Section 10.1 or otherwise.

Section 11.2 **Right of Claimant to Bring Suit.** If a claim for which indemnification is required under Section 10.1 of this Article is not paid in full by the Corporation within sixty (60) days after a written claim has been received by the Corporation, except in the case of a claim for expenses incurred in defending a proceeding in advance of its final disposition, in which case the applicable period shall be twenty (20) days, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and to the extent successful in whole or in part, the claimant shall also be entitled to be paid the expense of prosecuting such claim. The claimant shall be presumed to be entitled to indemnification under the Article upon submission of a written claim (and, in an action brought to enforce a claim for expenses incurred in defending any proceeding in advance of its final disposition, where the required undertaking has been tendered to the Corporation), and thereafter the Corporation shall have the burden of proof to overcome the presumption that the claimant is not so entitled. Neither the failure of the Corporation (including its Board of Directors, independent legal counsel or its members, if any) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses of the claimant is proper in the circumstances nor an actual determination by the Corporation (including its Board of Directors, independent legal counsel or its members, if any) that the claimant is not entitled to indemnification or to the reimbursement or advancement of expenses shall be a defense to the action or created a presumption that the claimant is not so entitled.

Section 11.3 **Nonexclusively of Rights.** The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this Article shall not be exclusive or any other right which any person may have or hereafter acquire under any statute, provision of the Articles of Incorporation, Bylaws, agreement, vote of members, if any, or disinterested directors or otherwise.

Section 11.4 **Indemnification of Employees and Agents of the Corporation.** The Corporation may, by action of its Board of Directors from time to time, provide indemnification and pay expenses in advance of the final disposition of a proceeding to employees and agents of the Corporation with the same scope and effect as the provisions of this Article with respect to the indemnification and advancement of expenses of directors and officers of the Corporation or pursuant to rights granted pursuant to, or provided by, the Florida Statutes as applied to nonprofit corporations, or otherwise.

ARTICLE XII
FISCAL YEAR

Section 12.1. **Fiscal Year.** The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE XIII
CORPORATE SEAL

Section 13.1. **Corporate Seal.** The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal."

ARTICLE XIV
AMENDMENTS

Section 14.1. **By Directors.** These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Cornerstone Classical Education Foundation Corp., a Florida not-for-profit corporation; that these bylaws, consisting of ten (10) pages including this page, are the bylaws of this corporation as adopted by the Board of Directors on April 2, 2015; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, Florida.

_____

Denise Maynard, Secretary

04/29/15

FLORIDA DEPARTMENT OF REVENUE

Consumer's Certificate of Exemption

DR-14
R. 04/11

Issued Pursuant to Chapter 212, Florida Statutes

Certificate Number	Effective Date	Expiration Date	Exemption Category
85-8016279892C-7	09/17/2013	09/30/2018	501(C)(3) ORGANIZATION

This certifies that

CORNERSTONE CLASSICAL EDUCATION
FOUNDATION CORP
1093 A1A BEACH BLVD # 321
ST AUGUSTINE FL 32080-6733

is exempt from the payment of Florida sales and use tax on real property rented, transient rental property rented, tangible personal property purchased or rented, or services purchased.

FLORIDA DEPARTMENT OF REVENUE

Important Information for Exempt Organizations

DR-14
R. 04/11

1. You must provide all vendors and suppliers with an exemption certificate before making tax-exempt purchases. See Rule 12A-1.038, Florida Administrative Code (F.A.C.).

2. Your *Consumer's Certificate of Exemption* is to be used solely by your organization for your organization's customary nonprofit activities.

3. Purchases made by an individual on behalf of the organization are taxable, even if the individual will be reimbursed by the organization.

4. This exemption applies only to purchases your organization makes. The sale or lease to others of tangible personal property, sleeping accommodations, or other real property is taxable. Your organization must register, and collect and remit sales and use tax on such taxable transactions. Note: Churches are exempt from this requirement except when they are the lessor of real property (Rule 12A-1.070, F.A.C.).

5. It is a criminal offense to fraudulently present this certificate to evade the payment of sales tax. Under no circumstances should this certificate be used for the personal benefit of any individual. Violators will be liable for payment of the sales tax plus a penalty of 200% of the tax, and may be subject to conviction of a third-degree felony. Any violation will require the revocation of this certificate.

6. If you have questions regarding your exemption certificate, please contact the Exemption Unit of Account Management at 800-352-3671. From the available options, select "Registration of Taxes," then "Registration Information," and finally "Exemption Certificates and Nonprofit Entities." The mailing address is PO Box 6480, Tallahassee, FL 32314-6480.

APPENDIX 2: FOUNDING BOARD

John R. "Jack" Capra, Board Member - St. Johns

Dr. John R. "Jack" Capra received his undergraduate degree from Florida State University (B.S. 1989), his law degree from St. Thomas University College of Law (J.D. 1992), his Master of Laws in Taxation from the University of Miami (LL.M. 1998), his Masters of Business Administration from City University (M.B.A. 2001), his Master of Arts in Religion from Liberty University (M.A.R. 2012), his Masters in Arts in History from the Sam Huston State University (M.A. 2013), and his Doctorate in Christian Studies from the Columbia Evangelical Seminary (D.C.S. 2014).

Capra was a direct appointment to the U.S. Navy Judge Advocate General's Corps in September 1990. Upon graduation from law school and successful completion of the Florida Bar and Naval Justice School, Capra reported to Navy Legal Service Office, Pensacola in March 1993 where he served as a prosecutor and Special Assistant U.S. Attorney. Capra's subsequently served as Assistant Force Judge Advocate at Fifth Fleet in Bahrain from 04/94 – 11/95 and as Force Judge Advocate for Operation Deep Freeze in Antarctica 11/95 – 11/97. Capra left active duty in 1997 and served with the Navy Reserves in support of the Office of Military Justice, Office of the Judge Advocate General.

After completion of his LL.M. in Taxation from the University of Miami in 1998, Capra served as the Assistant City Attorney for the City of Vero Beach, Florida. Subsequently, Capra served as a Taxation, Wills, and Trusts & Estates attorney for the law firms Clem, Polackwich & Vocelle; Cummings & Lockwood; and Dean, Mead, Minton & Klein in the area of Vero Beach, Florida.

In March 2000, Capra was elected to the City Council of Vero Beach. He served on the Municipal Planning Organization, Recreation Committee and the Veterans Affairs Council. Capra was re-elected in March 2002 but declined his seat due to his return to active military service following the September 11th attacks.

In February 2002, Capra was mobilized in support of Operations Noble Eagle and Enduring Freedom. From February 2002 until January 2003, Capra served as Staff Judge Advocate for Mobile Security Group Two, Norfolk, VA. Upon returning to the active reserves, Capra has served as the Staff Judge Advocate for the Fifth Fleet reserve unit at McDill Air Force Base, Tampa, Florida, and later as Executive Officer for the Southeast Regional Legal Service Office. Capra served in the Navy Reserve VTU unit at NAS Jacksonville until his retirement in October 2014.

In April 2003 Capra was appointed an Assistant General Counsel with the Florida Department of Juvenile Justice. In this capacity Capra deals with a variety of juvenile delinquency and Children/Families In Need of Services (CINS/FINS) issues. Capra is currently still serving in that capacity.

Re-called to active duty in support of Operation Iraqi Freedom, Capra again served on active duty from January to August 2004. Capra served as Assistant Force Judge Advocate, anti-smuggling legal officer and international legal liaison for Fifth Fleet to CJTF-7, Baghdad, Iraq. In March 2004 Capra was wounded in Basra, Iraq by enemy insurgents who detonated a radio controlled improvised explosive device under his military convoy. The U.S. Navy awarded Capra the Purple Heart and the Combat Action Ribbon.

Jennifer S. Carroll, Board Member - Duval

Jennifer S. Carroll, **U.S. Navy Lt. Commander (ret) & 18th FL Lt. Governor,** is the author of "WHEN YOU GET THERE", an Autobiography, Political Analyst WJXT CHANNEL News4Jax Jacksonville, Florida, providing unbiased analysis of political issues, ballot initiatives, government, local and national races and she is currently the Senior Adviser for Global Digital Solutions, Inc. (GDSI) and future President and Chief Operating Officer of GDSI.

Jennifer was Florida's 18th Lieutenant Governor. She was the first female elected as Lieutenant Governor in Florida and the first African-American and Caribbean elected Statewide. She immigrated to the United States at the age of eight and served her adopted land admirably.

She was a state legislator for over seven years, a small business owner, former Executive Director of Florida Department of Veterans' Affairs and a Navy veteran. In addition to her duties assisting the Governor with economic development, Jennifer oversaw the Florida Department of Military Affairs, Florida Department of Veterans Affairs, and Chairperson of Space Florida. She was also the Governor's Designee on the Florida Defense Support Task Force, and Chairperson on the Governor's Task Force on Citizen Safety and Protection.

Jennifer's work as Chair of Space Florida was instrumental in creating thousands of new private sector, space and aerospace related jobs. During her first year in office the State of Florida won a 10 year contract to manage the International Space Station National Laboratory bringing in $15 million per-year to the state for life science research and development. Additionally, her efforts to capture national contracts landed the operations of Boeing's CST-100 spacecraft at Kennedy Space Center (KSC), Lockheed Martin's "Marlin" Automated Underwater Vehicle testing and manufacturing in West Palm Beach, and the Shuttle Atlantis finding a permanent home at KSC and XCOR Aerospace establishing an East Coast U.S. operational base and manufacturing and assembly center for XCOR Lynx Mark II suborbital reusable launch vehicles in Florida. Jennifer was key in making Cecil Field in Jacksonville a Space Port and bringing additional testing capabilities to the Naval Ordinance and Testing Unit at Cape Canaveral. These substantive projects created high quality sustainable jobs and increased revenue for the state. In October of 2011, Jennifer led a Space Florida Trade Mission to Europe where she signed Memorandum of Understandings with United Kingdom (U.K.) and the Kingdom of Spain. She met with companies from the U.K. which led to at least one U.K. business opening Florida operations on the Space Coast and creating new jobs.

In her role as head of Military Affairs, Jennifer visited nearly all of Florida's 20 military installations. She traveled to Washington, D.C. to meet with Congressional and Pentagon officials to advocate for Florida's $65 billion military economy and defense industry. Jennifer's efforts resulted in increased military positions, military construction funding and increased defense contract opportunities for Florida's businesses. Jennifer was particularly active in protecting Florida's military installations from encroachment and has helped move several projects that not only stop development near military activities but protects and conserves Florida's precious natural lands and waterways.

Jennifer was instrumental to Governor Scott's increased focus on foreign trade. In November of 2011 Jennifer led an Enterprise Florida Trade Mission to South Africa. The 39 person

delegation's work on this mission led to $40 million in new trade between Florida and South Africa. In August of 2012 Jennifer led an Enterprise Florida Trade Mission to Trinidad and Tobago that yielded $30 million in trade between the nations. During this visit to Trinidad and Tobago, Jennifer was invited by the United States Department of State's Bureau of International Information Programs to travel the nation and lecture on the U.S. presidential election process.

As a legislator, Jennifer worked to pass meaningful legislation that enhanced economic development, which included procuring $2.9 million to fund the Florida Export Finance Corporation to help employers have access to short term loans in order to retain and create jobs. She sponsored the Entertainment Economic Development Legislation that created thousands of jobs for Floridians who were paid over $485 million in wages. She secured over $183 million for many road projects, health, education, social programs, water and environmental projects in northeast Florida and was successful in securing much needed funding for library construction in northeast Florida, increased funding for education, as well as statewide dollars for the Boy Scouts Learning for Life program and the Girl Scouts Character Education program.

She passed legislation that appropriated an additional $1.9 million to the Office of Tourism, Trade and Economic Development for fiscal year 2007–2008. These funds were for the sole purpose of implementing and administering the Black Business Loan Program. The legislation also helped to establish partnerships between the public and private sector to leverage state funds and other resources from the private sector.

She obtained $10 million to build Florida State College at Jacksonville Aircraft Services Educational Facility located at Cecil Field. Obtain $150,000 for Project Reconnects Habitual Misdemeanor Offender Program to help reduce the revolving prison door of offenders. Additionally, Jennifer sponsored legislation to bring more flexibility to how school districts and law enforcement administer the Florida's Zero Tolerance policy. The bill revised criteria for reporting acts to law enforcement and encourages school districts to use alternatives to expulsion or referral to law enforcement. It further stated that zero tolerance policies should be applied equally regardless of economic status, race, or disability. Jennifer sponsored language in a committee bill to remove a provision in Florida Law that fined Florida motorist for affixing any device such as a GPS to their interior windshield. And she passed a domestic violence legislation that significantly increased penalties for anyone who trespassed at a domestic violence shelter. This safe shelter bill is designed to keep abusers away from those they have victimized by making the shelters more secure.

Jennifer sponsored a $203 million jobs package to provide tax credits to encourage companies to hire Floridians who were out of work. Some of the incentives included improving the Qualified Target Industry Program to provide tax refunds to businesses that committed to create a certain number of higher-wage and higher-skilled jobs for Floridians.

She passed legislation establishing a public private partnership to construct an outer beltway from Jacksonville Florida to St. Johns County, Florida. The opening of this roadway artery will enhance economic development in three counties, relieve traffic congestion and create another access for hurricane evacuation.

Jennifer also served as Deputy Majority Leader from 2003-2004, Majority Whip from 2004-2006, Vice Chair of the Transportation and Economic Development Committee 2003-2004, Chair of the Finance Committee from 2006-2008 and Chair of the Economic and Development Council from 2008-2010. Jennifer was elected Chairperson of the Clay County Legislative Delegation in 2005

and 2009 and Chairperson of the Duval County Legislative Delegation in 2010.

Jennifer was the Florida Department of Veterans' Affairs, Executive Director appointed by Governor Jeb Bush. She was responsible for the claims and benefits of over 1.8 million veterans. Under her leadership, more than $63 million in retroactive compensation was awarded to Florida's veterans. She lobbied for the retention of state construction funds for the Bay and Charlotte County State Veterans' Nursing Homes, and led the generation of two federal matching grant applications that resulted in $15 million of federal funds for these projects. Jennifer also cut the department spending by 12% in one year. She was also the Chairperson for Florida's Council on Homelessness. Jennifer sought ways for Florida to provide enhanced services toward solving homeless problems in the state, particularly within the veteran's community. She also worked closely with the Department of Veterans' Affairs to secure Jacksonville as a site to receive a national veteran's cemetery.

In 2001, President George W. Bush appointed Jennifer to "The White House Presidential Scholar's Commission," where she served until the spring of 2004. In May of 2004, President Bush appointed her to the Veterans' Disability Benefits Commission where she served until October 2007.

Jennifer enlisted in the United States Navy in 1979 rising from the ranks of an enlisted jet mechanic E-1 to retire as a Lieutenant Commander Aviation Maintenance Officer after 20 years. During her time in the Navy she was awarded numerous awards that include: Meritorious Service Medal, two Navy Commendation Medals, two Navy Achievement Medals, two Joint Meritorious Unit Award, three Meritorious Unit Commendation Ribbons, U.S. Coast Guard Operations Ribbon, Navy "E", Good Conduct Ribbon, National Defense Service Medal, two Navy Volunteer Service Medal, two Sea Service Ribbons, Overseas Ribbon, Navy Recruiting Service Ribbon, two Coast Guard Special Operations Service Ribbons, and an Expert Pistol Medal.

Jennifer received the following awards: 2014 Virtuous Woman Award by The Community Arts and Culture, World Trade Center Miami – International Women's Day Award – 2013, Boy Scouts of America – Twelve Points Award – 2013, The Grio Top 100 People Making History Today – Class of 2012, Distinguished African American Woman of Florida Award – The James Weldon Johnson Branch Association for the Study of African American Life and History – 2012, Key to the City – City of North Miami – 2012, and Honorary Doctorate Degree from St. Leo University 2012, Honorary Degree, Doctor of Laws – Saint Leo University – 2012 and Associate in Science, Honoris Cusa – Miami Dade College – 2012.

Jennifer was Chairman of the 2004 Republican National Convention Committee on Permanent Organization, Delegate to the 2004 Republican National Convention, 2005 Elector of the Florida Electoral College, 2012 Member of the Republican National Convention Credentials Committee and Delegate to the 2012 Republican National Convention.

Jennifer holds a Bachelor of Arts in Political Science from The University of New Mexico and a Master of Business Administration from St. Leo University. She is married to Nolan Carroll of Miami Florida for 31 years and they have three children, Nolan II, Nyckie and Necho.

Denise Maynard, Board Member - Secretary

Denise Cross currently serves as the Board Secretary. She has experience in the electric, gas and water utilities industry. In various capacities with the utilities industry, Denise was involved in developing company policies/procedures in areas such as Customer and Consumer Services, Marketing and Sales. Her Management Consulting efforts also involved review of company Development and Operations plans, analysis of Business Plan goals and Production accomplishments. She has extensive experience as a company liaison with Government and Public Officials. In addition, Denise has worked as an educational consultant/teacher with Junior Achievement, an energy, water and conservation educational school program consultant/teacher and other civic/community organizations. She received a BS degree in Business Administration, Cum Laude, from Misericordia University of Pennsylvania.

Reverend Martin "Marty" McCarthy, Board Member

Rev. Martin (Marty) McCarthy, Educator, is the former President of Regent Schools of the Carolinas, Inc. He transitioned to this calling in education from the leadership of St. John's Episcopal Church. In 2008, after forming two very successful schools in Charlotte (www.tescharlotte.org; www.pescharlotte.org). He responded to an investor's request and formed more schools through a new entity, the Regent Schools of the Carolinas. Having concluded that the best form of education is classical, he more recently founded Cornerstone Education Foundations, Inc. to work in the charter school space. During his years of parish ministry he led his two churches through capital campaigns. Marty is married for 33 years and has two grown children living independently in Charlotte. Marty is a 20 plus year member of Rotary and Vice Chairman of the Greater Enrichment Program of Charlotte. Marty is a graduate of Virginia Theological Seminary, and Emory and Henry College. He has served the Church at varying times as President of the Statewide Council of Churches, the Standing Committee of the Diocese, the Diocesan Clergy Association, and in other capacities.

Gerald Merckel, Board Member - Treasurer

Dr. Gerald Merckel, has over 20 years of electronic product development experience with IBM. He was recognized by IBM as one of the "Top Ten Contributors to the IBM PC Company". He has also participated in a number of high-tech start-up companies, including two university spinout companies, GeoFocus with the University of Florida and GeoAge with the University of North Florida. In addition, he was the Executive Vice President of the Exon Corporation and founded a new Multimedia Division where he served as General Manager. He was also Vice-President of Development for Cylex Systems, an Internet-based Application Solutions Provider. Dr. Merckel also formed a joint venture between IBM and General Motors. He served as a Professor of Electrical Engineering with the University of North Florida for over fifteen years. He was recognized by the Florida Engineering Society as the 2006 "Engineer of the Year". Dr. Merckel holds degrees in Electrical Engineering, Nuclear Engineering, Engineering Physics and Engineering Science.

Antoinette "Tina" D. Meskel, Board Member – Duval

Antoinette (Tina) D. Meskel, P.E. is the Founder / President and a Principal Engineer at Meskel & Associates Engineering. She holds a BS degree in Civil Engineering from the University of Pittsburgh and a MBA from the University of North Florida. She is a licensed Professional Engineer (P.E.) in Florida and Georgia with over 25 years of experience in Geotechnical Engineering consulting and subsurface investigation services. Since founding the company in 2008, Tina has worked on over 60 projects for the City of Jacksonville, the Florida Department of Transportation and other using agencies and authorities. Meskel is the Past President of the Florida Engineering Society (FES) Northeast Florida Chapter, and a member of the National Society of Professional Engineers (NSPE). She is an active member of the Florida Engineers Political Action Committee (FEPAC) and Consulting Engineers Legislative Council (CELC), and is an alumni of the Florida Institute of Consulting Engineers (FICE) Leadership Institute.

Ray Sanchez, Board Member - Volusia

Ray Sanchez is the founder and President of Volusia 912 Patriots, Inc., a non-profit, social welfare organization dedicated to the education and promotion of American principles and values. He is also the host of Volusia Watchdogs radio show every Wednesday morning on WELE 1380 AM in Ormond Beach, FL and writes for the Sunshine Examiner. He is an active board member of TAG (Taxpayers Action Group), PEER (Parents and Educators for Educational Reform) and Constitutional Patriot Camp for children. Besides experience in building businesses from the ground up, he has also taught religious education at Prince of Peace Catholic Church in Ormond Beach and coached youth soccer. He was the local coordinator for Americans for Prosperity in 2012 with experience in public relations. He currently resides in Ormond Beach, FL, has raised five children with his wife, Bettie, and is a sales representative for FXI Ceramics in Miami, FL.

Alan Martin Stevenson, Board Member - Clay

Alan Martin Stevenson earned a Bachelor of Science degree from Columbus State University with a major in chemistry in 1971. He reported to Naval Aviation Officer Candidate School in Pensacola shortly thereafter to begin a 23 year career in Naval Aviation. He flew aboard the Carriers Saratoga and Nimitz and retired in 1994 as a Commander and the "Officer in Charge" of VR-58 at NAS Jacksonville.

Alan then began a 14 year career as an airline Captain and staff pilot for AirTran Airways. Throughout his aviation career both in the Navy and at AirTran, he was always formally involved in training and evaluating pilots including flight training, engineering and aerodynamics instruction. He was the Navy's Model Manager for the C-9B aircraft with cognizance over 11 squadrons throughout the country. He also served as VIP pilot for the Secretary of the Navy. Alan was named AirTran Pilot of the Year in 2004. In addition, he has attended many schools and seminars on leadership, operational logistics and aviation and industrial safety.

Alan has been active in various community activities including church administrator for three years at the Pinewood Presbyterian Church in Middleburg. He also worked diligently on the proposed "Yes on 2" amendment to the Florida Constitution in '08 and served as a regional director for Florida Family Policy Council's "get out the vote" initiative in 2012. Alan has also served on the Green Cove Springs planning and zoning board.

Alan has been married to Mary Lib since 1968 and is Grandfather to 7. Alan's daughter, Ginger Stevenson Leinecker is a UNF graduate and lives in Fleming Island. Ginger is a Clay County award winning teacher and "plank owner" at Fleming Island Elementary. His son, Fletcher is a graduate of Orange Park High School, UNF and Case Western University and now resides in West Virginia where he is an anesthesia provider.

William Korach, Executive Director

William Korach, Marketing Consultant, is an advocate for a return to educational excellence and the history of America's Heritage in our public schools. Korach was a Senior VP of new product development with Citibank; Korach was an early developer of on-line banking and has taught and written about marketing technology throughout his career in financial services. Korach is a former Commander in the United States Naval Reserve. In 2010 Korach was President of the Navy League of St. Augustine that was selected for the Outstanding Council award worldwide. He continues to serve on the board of the Navy League, and is a member of The Naval Order and the Military Officers Association. Korach is Chairman of the Republican Executive Committee in St. Johns County and formerly Chairman of Veterans for Romney in St. Johns County. Korach is a member of the National Association of Scholars. He wrote Rock of the Republic, Teaching Point, 2011, a history textbook of the influence of Judeo Christian thought on American law and ethics. He was awarded **Education News'** 2013 Upton Sinclair Award for his reporting on education. Korach founded the Francesca Stencil Korach Battle of Midway Essay Scholarship in 2012 in honor of his late wife. Korach graduated from the University of Chicago Laboratory School and received his BA in History from the University of Wisconsin.

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Cornerstone
Classical Charters

APPENDIX 3: STUDENT CODE OF CONDUCT HANDBOOK

Clay Classical Academy

Preliminary

Student Handbook

CODE
Of
STUDENT CONDUCT

May 2015

CONTENTS

Dress Code

Student Pledge

FOREWARD

The School is a member of the County Public School (CPS) system. As such, the school adheres to the CPS Code of Student Conduct. *This Code has been adopted by the School to help your son/daughter gain the greatest possible benefit from his/her education. Please read and discuss the Code of Student Conduct with your son/daughter. Failure to do so does not relieve a student or the parent/guardian of the responsibility for compliance with the Code of Student Conduct or accountability for loss or damage to School property.*

The Code of Student Conduct for the Clay County Public school system is found on the CPS web site. http://oneclay.net/wp-content/uploads/2014/09/14-15-Code-of-Conduct.pdf .
The Student Handbook on Code of Student Conduct is designed to establish standards and policies necessary to protect and maintain an environment conducive to learning in a classical charter school. An orderly environment is conducive to learning and preserves the integrity of academic standards that uphold the rights, safety, and respect of all individuals and students.

CLASSICAL EDUCATION PHILOSOPHY

Classical Charters are founded upon the principle that the advancement of knowledge is through classical learning. Classical learning evolves through the development of the whole student as a human being with a mind to acquire the intellectual humility that will develop and nurture character, moral values and standards, understanding, thought, and wisdom. Classical education has endured the test of time in proving academic superiority and creating a passion for life-long learning. A classical education is language focused. It is learning accomplished through words both written and spoken. A classical mind is active in thinking rather than passive. Learning is systematic. All knowledge is interrelated. The intellectual environment fostered through a classical education is the foundation that prepares students for the future in assuming their places as responsible citizens, statesmen, community and world leaders, entrepreneurs, parents, teachers, and the list goes on. America's destiny depends upon the education of our youth. Students are the essence of our future and our legacy of life.

SCHOOL ENVIRONMENTAL GOALS

Maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.
Utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education and lessons.
Commitment to reinforce Classical Charters' treating all students with fairness, respect, and equality.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. The individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School administrators may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

The Classical Charter is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

STUDENT PLEDGE

A Classical Charter maintains the highest expectations that students will at all times be well behaved in their actions including respect for other students, all individuals, and private and school property. Each Classical Charter student is asked to sign the Student Pledge that provides guidance and instruction in understanding their role in acceptable behavior and non-acceptable behavior and developing self-discipline. The student Pledge is found at the end of the Student Handbook.

TEACHERS

Teachers will have the authority to implement discipline in their classrooms that is consistent with the Classical Charters' discipline goals. Teachers will utilize the Principal to implement discipline whenever appropriate and most especially when disciplinary action is required in maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated Classical Charters' staff besides those mentioned.

PRINCIPAL'S ROLE

The Principal is responsible to preserve the integrity of the disciplinary process at the Classical Charters. By modeling the Eight Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Principal is an extremely valuable and accessible part of a student's character development and education at the Classical Charter. The Classical Charters' overall goal is to create a safe, respectful, and responsible environment where learning takes place

The goal of any meeting between a student and the Principal is a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Student Pledge on the Pillars of Character. In most instances parents will be notified of the student's visit to the Principal's office. The primary goal of the choice of consequences by the Principal is to require the student to take responsibility for the infraction.

Principal/Parent Conference Goals

- To exchange accurate information about the student.
- To determine how the parent-school partnership can best work together to lead the student to reform his behavior.

STUDENT SCHOOL BEHAVIOR GUIDELINES

- Be polite and attentive.
- Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
- Follow directions when they are given.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school.
- Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
- Adhere to the dress code. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are NOT excused.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- Be dismissed by the teacher, not the bell or the clock.
- Not leave school or the playground without signing out in the main office.
- Electronic devices (CD players, radios, pagers, cell phones, games, IPod, etc.) may not be brought to school. Such items will be confiscated and disciplinary action will be taken.
- Students will not bring anything to school that could be used to harm another or that is illegal.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. The individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School administrators may conduct searches of property or persons when they have reason to

suspect that the health, safety, or welfare of students or staff may be endangered.

The Classical Charter is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

HOMEWORK

Homework is an essential part of education. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents are expected to be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.
Homework should be an opportunity for practice or for acquisition of background material. Parents are not expected to "teach" material to students.

The exercises, reading assignments and test preparation required of students is not busy work. Meaningful homework assignments are an important part of the classical curriculum. Teachers assign quality homework for each school night, within the following guidelines:

- Kindergarten: 15 to 25 minutes.
- Grades 1 and 2: 20-35 minutes.
- Grades 3 and 4: 30-45 minutes.
- Grades 5 and 6: 40-60 minutes.
- Grades 7 and 8: 60-90 minutes.
- Grades 9 through 12: 90-120 minutes.

Friday to Monday is considered one school night for homework purposes. Homework may be assigned during long weekends. Homework is not assigned the day of a vacation period to be due the day classes resume.

All assignments must be turned in on time. Half credit will be given for assignments that are one day late. No credit will be given for work turned in more than one day late. Medical conditions are the only routinely excused absences. Students have one school day for each day missed to turn in assignments and make up missed work. Absences for any other reasons must be excused by the Principal.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

ATTENDANCE

Florida statutes 1003.21 (1) (a) 1 states, in part, that "All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire

school term."

Regular attendance is important to ensure achievement in school. Vacations and trips are discouraged during the school year. Doctors' and other appointments are also discouraged when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

School starts promptly at:
Elementary: 8:30 a.m.
Intermediate: 8:30 a.m.

Parental Reporting

The parent must call the school explaining the absence before the end of the school day at 4:00 PM. If that contact does not occur, the absence will be recorded as unexcused. In the case that an unexcused absence is recorded, the school will attempt to contact the student's parent or legal guardian regarding the absence to prevent a pattern of nonattendance. Under some circumstances, more than parental notification may be required by the Principal.

Excused Absences

The following absences will be considered excused:

- Student is ill. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
- Major illness in the family. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the Principal).
- Death in the immediate family of the student. A student's immediate family includes biological parents, grandparents, siblings, or adults and siblings from an immediate extended family unit, at the Principal's discretion.
- Religious holiday of the student's faith. This requires a parent's note seventy-two (72) hours prior to the absence.
- Religious institutes, conferences, or workshops (only two days allowed if the request is signed by a parent and given to the school at least forty-eight (48) hours before the absence).
- Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons will be given to the school's Principal (or designee). This includes detention at a juvenile center in which the student continues his/her education.
- Mental health counseling for the student. A note on business stationery from the mental health facility or personnel may be required by the Principal.

- A major disaster, as decided by the administration.
- Any absence, including those for field trips or other parental requests as judged appropriate by the school's Principal, provided that the request is submitted to the Principal forty-eight (48) hours in advance of the absence. The Principal may waive the requirement for advance notice if extenuating circumstances exist.

Tardiness

It is extremely important that students arrive at school on time and ready to learn. Students are allowed to enter the building 15 minutes prior to the start of school. Students should arrive a minimum of 5 minutes prior to the start of school to ensure ample time to reach their classroom before the start of class. There are guidelines in regards to students who are tardy to school in the morning:

- Students who are not in class at the time class beings will be considered tardy.
- For the legal purposes of numerous truancies can be equated to absences. If a student is excessively tardy (defined as an hour or more late to school), three (3) such events will equate a single absence. Six (6) occurrences of tardiness less than one hour will equate to a single absence. The Principal can disallow individual instances of being tardy from this rule if a written explanation is provided to the school upon the return of the student.

Early Removal / Dismissal

Students are expected to attend the entire day of school. The early release of students causes disruption to academic performance of all students and may create safety and security concerns. Students who are removed early from school are missing valuable instruction time, and this will be treated in the same manner as tardiness. A student who is removed an hour or more early from school three (3) times will be equated to one (1) absence. Six (6) occurrences of being removed from school less than an hour will equate to a single absence.

Make Up Work

Students who miss school for any reason (excused or not) will be expected to make up all work missed during their absence, tardiness, early removal from school or suspensions. Parents may contact the school to request work, but should provide at least a 24-hour turn around to prepare such materials. Students whose absences are excused will not receive an academic penalty for made up work unless the work is not made up within the time limits explained within the Homework Policy.

Truancy Consequences

If a student has at least five (5) unexcused absences within a calendar month, or ten (10) days out of ninety (90), the student's homeroom teacher shall report to the Principal that there may be a pattern of absence existing. After this referral, the Principal will consider referring the student to the School Based Leadership Team (**SBLT**). The SBLT is a

"child study team" for the purposes of satisfying the requirements of § 1003.26, Florida Statutes. If the SBLT finds a pattern of nonattendance, the team will meet with the parent to identify potential remedies. The Principal must notify the School District's charter school office of the identified pattern of nonattendance. If the initial meeting with the parent does not resolve the problem, the SBLT shall implement the following pursuant to Florida Statutes:

- Frequent attempts at communication between the teacher and the family.
- Evaluation for alternative education programs.
- Attendance contracts.

The SBLT may also, but is not required to, implement other interventions that include referral to other agencies for family services or changes to the learning environment. Additionally, legal authorities will be notified if the problem is not corrected.
If the parent refuses to participate in the remedial strategies because he or she believes those strategies are unnecessary or inappropriate, the parent may appeal to the Principal.

DISCIPLINE

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the Code of Conduct and the Student Pledge on Character Pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant and effectual. In evaluating consequences, teachers and Principals will determine if the act is a "first time," a "repeated," or a "habitual" offense.

In accordance with this policy the Classical Charter has adopted the following procedure for disruptive behavior that requires an office referral. The teacher issues the student a Discipline Referral form, and the student is required to visit the Principal or Assistant Principal. The following actions will be taken according to the number of referrals. Referrals are cumulative throughout the school year.

- Student removed from class, sees administrator.
- Student removed from class, sees administrator, calls home.
- Student removed from class, sees administrator, calls home, leaves that day, and may not return without parent attending school as a volunteer with the student for the entire day.
- Student removed from class, sees administrator, calls home, must attend 10 hours of detention – 5 consecutive days, 2 hours each day.
- One-day suspension. Student will not be allowed to attend the school picnic.
- Automatic suspension from attending field trips (7-12). Elementary students may attend if accompanied by a parent.
- Automatic two-day suspension for each referral. Student removed from class, sees administrator, calls home, leaves that day, and may not return without parent attending school as a volunteer with the student for the entire day. Possible request for expulsion from Duval County School District*. Student is ineligible for any Classical Charter awards/scholarships for the current school year.

Suspended students will not be on the honor roll for that quarter. Students may be suspended for reasons other than receiving the fourth pink slip. Such suspensions may render a student ineligible for field trips and other activities.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident in attempt to discern truth.

The Classical Charter desires to educate all students who enter school, expecting nothing less than the best from each one.

Note that ESE students Out of School Suspensions are limited to 10 days.

*The County School District is the sole arbiter of expulsions. The Charter School may only recommend expulsion of a student. The expulsion process and proceedings will follow all County school District policies that apply. When students are expelled, they are expelled from the County School District, which includes the School.

What Happens After 3 & 4 Pink Slips?

The Classical Charter cannot and does not tolerate students who disrupt class. The Classical Charter requires all students to be "polite and attentive." All other behavior is disruptive.
Students who disrupt class are sent to the office with a disciplinary referral, or "pink slip." The levels of discipline are indicated on this form. The following action will be taken when students go beyond their fourth disciplinary referral.

All **School of Grammar (K-5)** and **School of Logic (6-8)** students who receive four or more disciplinary referrals will not be allowed to attend any field trips or attend curriculum parties without a parent accompanying them for the day as a volunteer. They will also be suspended from the all-school picnic on the last day of school.

Any **School of Rhetoric (9-12)** student who receives four or more disciplinary referrals will be suspended from the picnic and the end-of-the-year field trip.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student. If a student is issued four or more disciplinary referrals, the Classical Charters may request the County School District Board of Education to expel that student from school. Any student expelled from the Classical Charter would also be expelled from the County School District. Florida State Law clearly states that a student can be expelled for "continued willful disobedience or open and persistent defiance of proper authority."

SUSPENSION

A Principal or designee has the authority to suspend students as appropriate. Suspensions

last from one to five days depending on the severity of the infraction. All suspensions will require a parent-principal conference. A remedial student discipline plan will be created during this conference. The conference will occur before the student is readmitted to class. The Principal may require the parent to attend (as a volunteer) a full day of class with the student upon return.

According to Florida statute 1003.53 (1) (c) 3, a student that has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
"Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom. Severely threatens the general welfare of students or others with whom the student comes into contact."

The Classical Charter may declare a student habitually disruptive after being suspended three times in one year for causing a material and substantial disruption in the class, on school grounds, on school vehicles, or at school activities or events because of behavior that was initiated, willful and overt on the part of the student, and the suspensions were made for:

- Continual, willful disobedience or open and persistent defiance of proper authority.
- Willful destruction or defacing of school property.
- Behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel.
- Serious violations in a school building or on school property.
- Repeated interference with a school's ability to provide educational opportunities to other students.

A request to for Expulsion from the Classical Charter, will be mandatory for the following violations*:

- Carrying, bringing, using or possessing a dangerous weapon, as determined by the Classical Charter.
- Sale or distribution of a drug or controlled substance.
- The commission of an act which, if committed by an adult, would be robbery, assault or battery.

*The County School District (CSD) is the sole arbiter of expulsions. The Classical Charter may only recommend expulsion of a student. The expulsion process and proceedings will follow all County School District policies that apply. When students are expelled, they are expelled from the County School district, which includes the Classical Charter.

PLAGIARISM

Plagiarism will not be tolerated by any teacher in any subject. Students' progress academically only by receiving comments and corrections on work they turn in and by

taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment. Whenever a student has been caught plagiarizing, the following process will be followed.

The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work. The teacher will also write a brief description of the instance of the plagiarism. These materials will be placed in the student's permanent record.

- The teacher will inform the Principal of the plagiarism.
- Either the teacher or the Principal will inform the student's parent of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.

A disciplinary referral will be issued if plagiarism has occurred.

CHEATING

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. Whenever a teacher suspects two students of cheating, the teacher will confront the students individually before speaking to them together. The same process outlined for plagiarism will be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion. A disciplinary referral will be issued if cheating has occurred.

WEAPONS

Weapons of any type are not permitted on the school property including parking areas, at a school sponsored event or any related school activity. Weapons include any firearm, sword, electric weapon, destructive device, razor blade, box cutter, pocket knife or other such paraphernalia. F.S. 790.115.

Violations of a weapon free school environment may result in suspension or **expulsion** for not less than one year from the school. Depending on circumstances, the student could also be charged with a **felony** of the third degree.

DRUGS

The Classical Charter is a drug free school environment. Any suspected unlawful use, possession, or sale by a student of any controlled substance, any counterfeit controlled substance, any alcoholic beverage, model glue or over the counter drugs are required to be reported in good faith to the Principal. F.S. 1006.09. Random drug testing ids conducted for 7-12 students involved in extracurricular activities or driving a motor vehicle on campus.

Violations may include:

- Use, possession, under the influence of, or sale of alcohol or other controlled substance or alleged substance including over the counter drugs.
- Endangering the health and safety of students by distribution or preparation of information, written or oral, while on school property for the purpose of soliciting, participation or attendance in parties or gatherings where it is known, represented or likely that a prohibited chemical substance will be distributed or consumed.
- Criminal use of wireless communication device on campus.

Violation of the drug school policy may result in notification of parents, police, suspension or expulsion. A family education program for student and parents may also be recommended.

BULLYING & HARASSMENT

The Classical Charter seeks an environment where all its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from bullying and harassment of any type.

Students are expected to conduct themselves as appropriate for their level of development, maturity and demonstrated capabilities. Students will have a proper regard for the welfare and rights of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment.

Student standards for behavior are set cooperatively among students, parents/legal guardians, and staff and community members. Since students learn by example, school administration, faculty, staff and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and will not tolerate bullying or harassment:

- During any school educational program or activity.
- School related or sponsored program or activity.
- On a school provided transportation, bus or authorized vehicle.
- Through the use of data or computer software that is accessed by a school computer, computer system or network.

Bullying means intentionally and repetitively inflicting physical hurt or psychological distress on one or more students or employees and may involve but not limited to:

- Teasing.
- Social exclusion.
- Threat.
- Intimidation.
- Stalking, including cyber stalking as defined herein.
- Physical violence.
- Theft.
- Sexual, religious, racial or gender orientation harassment.
- Public humiliation.
- Destruction of property.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee:

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.
- Has the effect of substantially interfering with a student's educational performance, opportunities or benefits.
- Has the effect of substantially disrupting the orderly operation of the school.

Bullying and harassment also encompasses:

- Retaliation against a student or employee by another student or employee for asserting or alleging an act of bullying or harassment that is not made in good faith.
- Cyber stalking to communicate words, images or language through the use of electronic mail or electronic communication directed at a specific person causing emotional distress and serving no legitimate purpose.
- Perpetuation of bullying or harassment conduct by an individual or group with the intent to demean, dehumanize, embarrass or cause emotional or physical harm.

Reporting

All school employees are required to report alleged violations of bullying or harassment to the Principal. All other members of the school community, including students, parents/legal guardians, volunteers and visitors are encouraged to report any act that may be a violation anonymously or in-person to the Principal.

Misreporting

Consequences and appropriate remedial action to have wrongfully and intentionally accused another as a means of bullying or harassment range from discipline, suspension to a report to law enforcement.

Consequences
Consequences for student act of bullying or harassment may range from behavioral intervention up to suspension or reassignment. An employee found to have committed an act of bullying or harassment may be disciplined in accordance with school policies. A certified educator may also receive a sanction against their state issued teaching certificate. A visitor or volunteer found to have committed an act of bullying or harassment may have a report issued to law enforcement. Accusations made in good faith, even though subsequently found to be false, shall not be subject to discipline consequences or remedial action.

DRESS CODE

Note: The Classical Charter School Founding Board will define the specific dress code for the students.

Uniforms are a means to help all members of the school attend to the mission and vision of the school. The purpose of the uniform policy is twofold. First, it is to minimize distraction and focus students' attention on their work at school rather than their attire, and to project a unified school image, which is proper and neat in appearance, reflecting the important nature of our enterprise. Second, it serves as a tool of character development (i.e., developing a sense of simplicity, dignity, modesty; understanding principles and how rules are connected to principles; making prudent decisions, etc.).

Classical Charter School students dress their best, look their best and do their best. All clothing is to be neat, clean and properly fitting. If a student is wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. Students are to be in uniform whenever they are on campus. They are to arrive and depart fully in uniform. Also, there is a non-uniform dress code for special events such as athletic events or special events.

General guidelines for dress include:

- **Shirts** must be fully buttoned (only collar button may remain unbuttoned), and always remain tucked in so that dress belt may be seen. Undershirts must be solid white and otherwise unseen.
- **Skirt** hems may be no higher than just above the knee both in front and back. Skirts must be worn at the waist and hem should be within two inches of the ground when kneeling on a level surface.
- Properly fitting khaki **dress slacks** are worn at the waist with a solid dark colored dress belt. Khaki walking shorts may be permitted during hot weather months.
- All students wear dark, solid colored, polished **dress shoes**. White **socks** may only be worn with shorts or skirts. Girls should wear solid color black or white **nylons**, **tights**, or socks. Socks must be crew length or knee high length with no decorations and

logos on socks.

- **Boys' hair** must be trimmed and combed so that is neat, off the collar, off the ears, and not hanging below the eyebrows. **Girls' hair** should be neatly combed or styled, neat bows, barrettes, headbands, and "scrunchies" are permissible but must match skirt colors. Hair must be natural looking in color.
- All **jewelry** should be subtle and tastefully matched to the uniform. Girls may wear one pair of short earrings only on the ear lobes. "Short" means that the earrings should not hang more than ½ inch below the ear lobe. Loops are not to be larger than the size of a nickel. For each student, one simple ring on each hand is permitted. One wrist bracelet, one watch, and one small necklace are permissible.
- **Girls' makeup** is permitted and should be applied tastefully and in moderation. Fingernails should not be excessively long and may only be painted in shades of red or pink and colors matching one's skin tone, French manicures are acceptable.
- Students will bear **no tattoos**, temporary or permanent, including pen and ink writing and drawings on the skin.

DRESS GUIDELINES

DRESS	MALE STUDENT	FEMALE STUDENT
Polo Shirt	Short or long sleeve. Black or white.	Short or long sleeve. Black or white.
Skirt	-	Red plaid.
Slacks/Shorts	Khaki.	Khaki.
Dress Belt	Brown or black.	Brown or black.
Sweater	Black.	Black.

STUDENT PLEDGE

Citizenship
I honor rules and laws and act with obedience towards authority. I give of my time and abilities to serve others. I uphold liberty and equality through respect for individual differences and knowledge of our democratic system.

Courage
I will do what I know is right despite fear, hardship and opposition. I resist negative peer pressure and defend the rights of myself and others and encourage others to do the same.

Honesty
I will not knowingly induce others to believe what is false. I am always truthful with my words and actions regardless of circumstances or consequences.

Humility
I use my gifts, talents, and intellect to serve others humbly. I am teachable, not aggressive or arrogant. I have a realistic self-esteem, yet I act consciously to take a place lower than others.

Integrity
I am a person of strong ethical values who makes consistently good choices in keeping with my knowledge of right and wrong. I ask for help if I am unsure of what to do or say.

Perseverance
I shun despair and strive to complete a task or project to the best of my ability even when it is difficult. I respond creatively to overcome obstacles and ask for help when necessary.

Respect
I regard myself and others as deserving of kind and just treatment. My conduct is considerate and polite. I look for the good in others and demonstrate compassion. My attitude towards others and their property reflects the way I wish to be treated.

Responsibility
I accept obligations related to my own good and the good of others and I act on those obligations in a manner suitable to their timely and satisfactory fulfillment. I am willingly accountable for what I do and say, and I seek to learn from my mistakes.

Student Signature _____ **Date** _____

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Cornerstone
Classical Charters

APPENDIX 4: EMPLOYEE HANDBOOK

Clay
Classical Academy

DRAFT
To be reviewed by legal counsel prior to issue.

EMPLOYEE HANDBOOK

May 2015

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I. OVERVIEW OF THE CLAY CLASSICAL ACADEMY

A. Vision & Mission

The *vision* of the School is to prepare its graduates for success in the most highly selective colleges and universities in the nation, and to be leaders in creating a more philosophical, humane and just society. The graduated students will have a moral compass, can reason and think and make a contribution to their community and America and provide opportunities for themselves and for future generations.

The *mission* of Clay Classical Academy (CCA) is to create an academically rigorous, college preparatory school in the classical tradition. The ultimate goal of CCA is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens.

B. Working Environment

The School endeavors to create a friendly working environment for all employees. In pursuit of this goal, the School has adopted the following employee relations objectives:

- ❖ Provide an exciting, challenging, and rewarding workplace and experience.
- ❖ Select employees on the basis of skill, training, ability, attitude, and character without discriminating.
- ❖ Review wages, employee benefits, and working conditions periodically with the objective of being competitive in these areas, consistent with sound business practices.
- ❖ Assure employees, after talking with their supervisor, an opportunity to discuss any issue or problem with the appropriate administrator.
- ❖ Take prompt and appropriate action to resolve complaints which may arise in the everyday conduct of our business.
- ❖ Respect individual rights and treat all employees with courtesy and consideration.
- ❖ Maintain open communications and mutual respect in our working relationships.
- ❖ Promote an atmosphere consistent with the School's vision, mission, and goals.

THE POLICIES IN THIS HANDBOOK ARE GUIDELINES; ARE NOT EXPRESSED OR IMPLIED CONTRACTS WITH EMPLOYEES; AND DO NOT CREATE CONTRACTUAL OBLIGATIONS OF

ANY KIND BETWEEN THE SCHOOL AND ANY OF ITS EMPLOYEES. ADDITIONALLY, THIS HANDBOOK IS NOT TO BE CONSTRUED BY AN EMPLOYEE AS CONTAINING BINDING TERMS AND CONDITIONS OF EMPLOYMENT. THE SCHOOL RETAINS THE RIGHT TO TERMINATE ANY EMPLOYEE, AT ANY TIME, CONSISTENT WITH STATE AND FEDERAL LAW.

The provisions of this Handbook have been developed at the discretion of the Governing Board, and the policies in this Handbook may be amended, revised, supplemented, or rescinded at any time, in the sole discretion of the school's Governing Board.

C. What The School Expects From You

As a member of the School's team, your help is sought to make each working day enjoyable and rewarding. Your first responsibility is to perform the duties assigned to you promptly, correctly and pleasantly. You are also expected to cooperate with management and your fellow employees. How you interact with fellow employees and those whom the School serves, and how you accept direction can affect the success of your department. In turn, the performance of one department can impact the entire service offered by the School. Whatever your position, you have an important assignment: perform every task to the very best of your ability. The school is dedicated to making an organization in which you can approach administration to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of the School. We are all working for the success of the School and to support student success, so please communicate with each other and with management.

The school encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached, please arrange a meeting with the Principal to discuss any concern, problem, or issue that arises during the course of your employment. Retaliation against any employee for the appropriate use of communication channels is unacceptable. Please remember it is counterproductive for employees to create or repeat rumors or office gossip.

The School encourage all employees to bring forward their suggestions and good ideas about how the School can be made a better place to work and our service to customers enhanced. When you see an opportunity for improvement, please talk it over with the Principal. She/he can help you bring your idea to the attention of the people of the School who may be responsible for implementing it. All suggestions are valued.

D. Purpose of the Employee Handbook

The purpose of this handbook is to provide guidance and information in regard to the various, in some instances complex, employment issues, terms, and policies. This handbook covers a broad range of topics, and is meant to apply generally to all employees. If you have questions, please see the Principal.

II. EMPLOYMENT POLICIES

A. Equal Employment Opportunity

The school is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. The School does not unlawfully discriminate against any person on the basis of race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran status, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy covers all the School's programs, services, policies, and procedures.

B. Employees with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the School does not discriminate against any "qualified individuals with a disability." Individuals qualify for employment if they meet the educational, skills, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one's self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual's ability to perform a class of jobs or broad range of jobs. Psychological impairments, learning disabilities, and some chronic health impairments, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, and AIDS may also be considered disabilities.

The School is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Therefore, a process has been established to assist employees with disabilities in reasonably modifying the work environment to allow the employee to perform the essential functions of his or her job. It is the responsibility of the employee to request an accommodation of his or her physical or mental disability by contacting the Principal. In accordance with the ADA, the School will take such requests seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on the School or other employees.

EMPLOYEES WITH SERIOUS DISEASES. The School will not discriminate in employment decisions against individuals with infectious, long-term, life-threatening or other serious diseases as long as they are physically and mentally able to perform the duties of their job without undue risk to their own health or that of other employees or students.

- "Serious disease" definition. Serious diseases for the purposes of this policy include, but are not limited to, cancer, heart disease, multiple sclerosis, hepatitis, tuberculosis, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

- Non-discrimination policy. Employees afflicted with a serious disease are to be treated no differently than any other employee. If the serious disease affects their ability to perform assigned duties, such employees are to be treated like other employees who have disabilities that limit their job performance. Reasonable accommodations will be considered as described above in paragraph D. 2. To the extent required by law, the School will maintain the confidentiality of the diagnosis and medical records of employees with serious diseases.

C. Anti-Harassment/Discrimination Policy

The School is committed to providing a work place that is free of unlawful discrimination or harassment. Every employee is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully. Each employee is required to familiarize him/herself with this Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If you have any questions about the School's policy, please contact the Principal or his/her designee for clarification.

1. No Tolerance Harassment/Discrimination Policy. The School is committed to creating a workplace free of discrimination and harassment. Both the law and the School prohibit any form of discrimination and/or harassment based on race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran status, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. All of these groups are referred to in this policy as —protected classes. The policy applies to all employees, contract workers, consultants, vendors, students, parents and guardians, visitors and guests, or any other people doing business with or for the School. It is in effect not only at the School primary site but during all school-sponsored functions.

2. Discrimination/Harassment Described. Discrimination and harassment include conduct that could reasonably be construed generally as any unwelcome behavior towards another, whether verbal, physical or visual, that is based on a person's belonging to a protected class. This conduct will most likely interfere with others in their ability to work and most certainly will be intolerable as an example to our students and our community. All such harassment can be unlawful when it is severe or pervasive enough to affect a reasonable employee's job.

a. SEXUAL HARASSMENT: Because sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is described separately here, however, it is no more or less tolerable than harassment based on some other protected status. Sexual harassment is a form of sex discrimination that may include:

- requests for sexual favors;
- sexual advances;
- persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made;
- sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another's movements;

- ❖ displaying sexually suggestive objects, pictures or cartoons; demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors;
- ❖ intimidation and hostility directed to an individual because of sex; or explicit or degrading verbal, written or electronic comments of a sexual nature, such as comments about an individual's body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and others invited to the School premises. Sexual harassment can apply to conduct in any work-related sexual harassment can apply to conduct in any work-related setting outside the work place as well.

Consensual sexual behavior between adults, outside the workplace and welcome by both parties is not considered sexual harassment; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them. If you believe that you have experienced or witnessed sexual harassment, following the process described in paragraphs 3 through 6 below.

b. HARASSMENT/DISCRIMINATION OTHER BASIS. Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of a person's belonging to a protected class. Conduct similar to that described above as sexual harassment and discrimination, if based on one of these protected classifications is illegal. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs will likely be unwanted and offensive to others resulting in unwelcome behavior that could be interpreted as harassing or discriminatory.

3. Employee Responsibilities. All employees of the school are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at the School. If you experience discrimination or harassment, the School encourages you to firmly and promptly notify the offender that his or her conduct is offensive, even if it is not directed at you. If you choose not to address the issue directly with the person, or if the conduct continues you should report the conduct immediately. If you observe discrimination or harassment of another employee, student, visitor or guest, by a fellow employee, report the concern immediately. At no time should you assume that inappropriate conduct between a student and an adult is acceptable, —consensual or that it should not be reported because you are concerned that you misinterpreted the conduct.

4. Reporting Complaints. If you experience or observe harassment or discrimination you should bring your concerns directly to the School's. Your complaint will be promptly investigated by the individual to whom you reported or a third-party investigator, if appropriate. The complainant and the alleged offender will be instructed to limit their work contact with each other immediately, pending the outcome of the investigation.

5. NO RETALIATION. THE SCHOOL WILL NOT TOLERATE RETALIATION OR REPRISALS OF ANY TYPE AGAINST ANY EMPLOYEE WHO COMPLAINS OF HARASSMENT OR PROVIDES INFORMATION IN CONNECTION WITH ANY SUCH COMPLAINT. RETALIATION IS CONSIDERED TO BE MISCONDUCT AND GROUNDS FOR DISCIPLINARY ACTION, UP TO AND INCLUDING DISCHARGE.

6. Complaint Procedure, Investigation and Response. Complaints may initially be made verbally, however, the complainant must complete a Harassment Complaint Form to assist with the investigation process.

a) Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All employee-witnesses, the complainant and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false information during an investigation, including in complaint itself, will be grounds for disciplinary action, up to termination or discharge. Other individuals, such as a third party investigator, may be involved to resolve the complaint. The investigator will collect and review all relevant documents.

b) The school will investigate every report of harassment or discrimination. In conducting an investigation, the School will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need to conduct a complete and thorough investigation and to ensure that all parties' interests are fairly protected.

c) As soon as the investigation is finished, the investigator will meet with the individual's supervisor or if appropriate the supervisor's supervisor(s), and report whether he or she believes that discrimination or harassment has occurred. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including a recommendation to terminate or discharge the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action. The date of the discussion with the respective party shall constitute the determination date.

d) Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the School Governing Board or to a neutral third party, whichever is deemed appropriate by the Principal. The employee appealing the supervisor's decision must submit a written appeal to the Principal with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions within three (3) working days from the date they receive the appealing parties' appeal.

e) Final Decision. The Governing Board or neutral third-party will inform the complainant/respondent of the appeal decision in writing within five (5) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The time lines set forth in this policy may be waived or extended by the Governing Board.

D. Religious Accommodation: Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. The School will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for the employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your religious beliefs, you should

contact the Principal. You may be asked to provide appropriate documentation to support your request.

E. Employee Background Check: Prior to becoming an employee of the School, a comprehensive background check consisting of prior employment verification, professional reference checks, education licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws.

G. Personnel Records: The responsibility of handling personnel records and related personnel administrative functions at the School has been assigned to the Assistant Principal or Business Manager. Questions regarding insurance, wages, and interpretation of personnel policies may be directed to him or her. The School strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. The Principal (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personnel records are up to date and should notify the Business Manager in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); beneficiary designations if applicable; and emergency contact information. If you have a change in any of these items, please complete an **"employee change" form** and return to the Business Manager as soon as possible.

1. Contents of File. In addition, an employee's personnel file may contain the following information:

Complete application for employment along with verification of qualifications for the position as outlined in job description;

- Professional license;
- Official transcript;
- Employee's contract;
- Signed Job description;
- Pre-employment references;
- Signed acknowledgment that the employee has received the employee policies handbook, **which includes** separate acknowledgements that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity; drug free workplace, conflicts of interest, employee complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality;
- Performance appraisals;
- Documented attendance at educational and training programs, including in-service courses and orientation;
- Any complaints, allegations, inquiries or findings of student abuse or neglect; warnings or disciplinary actions;
- Documentation of equipment issued to employee: keys, pagers, cell phones, etc.

2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:

- ❖ Employment medical records;
- ❖ INS (Immigration and Naturalization) I-9 Form;
- ❖ Workers' compensation records;
- ❖ Health records;
- ❖ Drug testing records;
- ❖ Fingerprint results/background check results

2. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Principal (or designee). Such an inspection must be requested in writing to the Principal (or designee) and will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Principal (or designee) that documentation to correct such materials be added to personnel files. Only supervisors and others in management who have an employment related need-to-know about another employee may inspect the personnel files of a particular employee.

H. Work Schedule:

1. Business Hours. The School generally operates from 7:30 am until 4:30 pm. Work schedules are determined by the Principal. Please consult with the Principal if you have any questions concerning your work schedule.

2. Classroom Coverage. Students must be supervised at all times and are never left unattended. If you need to leave your classroom or work station, you must contact the Principal so adequate coverage can be arranged. If you need to leave the campus for any

3. Absence or Lateness. If you are unable to report to work, or if you will arrive late, you are required to contact the office before 7:30 am. If you know in advance that you will need to be absent, you must request this time off directly from the Principal. If you are absent because of an illness, the Principal may require that you submit a written statement from your health care provider stating that you are able to resume your employment responsibilities. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, including possible dismissal.

4. Severe Weather and Emergency Conditions. In the event of severe weather conditions or other emergencies, the School will follow the School District schedule.

I. Recruitment: The School selects applicants for employment on the basis of such factors as experience, character, conformity with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee of the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

The School actively seeks diversity in its student/parent body, faculty, staff and administration. The School is committed to equal employment opportunity. As previously stated, the School does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at the School, including hiring, assignments, training, promotion, upgrading, demotion, downgrading,

transfer, lay-off and termination, compensation, employee benefits, discipline and all others terms and conditions of employment.

The School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on employment applications may result in your exclusion from further consideration for employment and/for termination of employment.

The School as all charter schools are required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

J. Employee References. All written or telephone requests for business references, whether addressed to an individual or the School, will be referred to the Principal (or designee) for reply. All information released on employees must be in writing, with a copy retained in the employee's personnel record. Without an employee's prior written authorization or release, the Principal (or designee) will only confirm that the employee works or has worked at the School.

K. Employee Requested Credit Checks. All requests for business credit checks (salary confirmation) will be referred to the Principal (or designee) for reply when written authorization from the employee has been obtained. Replies to telephone requests for salary confirmation will be limited to confirming title, salary, dates of employment and employment status.

L. Compliance with Laws Affecting Child Welfare - Florida Statute Section 39.201 (1) (a)

"Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, shall report such knowledge or suspicion to the department in the manner prescribed in subsection (2).

A. Reporting responsibility. As noted, child abuse should be reported immediately by telephone to a child protective agency. The telephone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter will not notify the parent as required in other instances of removal. Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

B. "Abuse" defined. Child abuse is broadly defined as —a physical injury which is inflicted by other than accidental means on a child by another person. Child abuse can take the following forms:

- Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. However, such situations raise the issue of possible neglectful adult supervision. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse;

- ❖ Neglect: Neglect occurs when a child's custodian has failed to provide adequate —food, clothing, shelter, medical care, or supervision that may or may not have resulted in any physical injury;
- ❖ Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that a traumatic condition results; and
- ❖ Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any person willfully causes or permits any child to suffer… unjustifiable pain or mental suffering, or when any person endangers a child's health.

III. WAGE AND SALARY POLICIES

A. An Equal Opportunity Employer: Employee compensation will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of the School without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. The School will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market.

B. Pay Periods: The payroll period is a two week period from Mondays 12:00 AM until Sundays 11:59 PM and you will be paid each subsequent Friday following the completion of that pay period. Your check will reflect your compensation for that pay period, less required payroll deductions. If you were hired after a payroll deadline (check with your supervisor), your first paycheck will be delayed until the second payday after you started work. You will be issued pay checks every two weeks or 26 times per year. Your deductions will be itemized on your payroll stub. You should review your paycheck stub carefully each payday. If, at any time, you have any questions about the amounts shown on your paycheck or how they are calculated, you should contact the Business Manager. If you have been overpaid, and it is later discovered, you will be required to return the overpayment in full to the School.

C. Basis for Determining Pay: The School Governing Board adopts a salary schedule each year based upon education, experience, and legislative mandates.

D. Salary Increases: Each job class or licensing level presently has a salary range. Increases beyond the initial or minimum salary for your class or license level may be granted annually until the employee reaches the top step of their salary range. If you receive a new job at a higher or lower level of pay, your salary will be adjusted according to the salary schedule rules that are adopted by the Governing Board.

E. Direct Payroll Deposit: Direct payroll deposit is the automatic deposit of your pay directly into a financial institution account. Contact the Business Manager for details and the necessary authorization forms. This is a benefit we provide for your convenience. All employees are encouraged to take advantage of this service.

F. Mandatory Deductions from Paycheck: Federal income tax, Social Security and Medicare taxes will be deducted from your pay check as required by law. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If

you wish to modify the number of deductions, please request a new W-4 form from the Business Manager. Only you may modify your W-4 form. *Verbal or written instructions are not sufficient to modify withholding allowances.* We advise you to check your pay stub to ensure that it reflects the proper number of withholdings. Other mandatory deductions from your paycheck in court-ordered garnishments or support deductions. If the School receives a court order mandating that your pay be garnished you will be notified and provided a copy of the order. The School will comply with the court order until such time as you provide a subsequently dated and signed court order directing the School to cease making the deduction from your pay check.

G. Employment Classifications: Your position at the School is classified as either regular full-time, part-time or short-term. In addition, you are classified as either **non-exempt** or **exempt**. Certain policies and procedures outlined in the Employee Handbook may apply differently to you depending on how your job position is classified. If you have a question concerning applicability of any particular provision, contact the Principal or the Business Manager prior to signing the receipt for this Handbook.

- Non-Exempt and Exempt Employees. At the time you are hired or you transfer to a new position, you will be classified as either "exempt" or "nonexempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees are Principals, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.
- Full-Time Employees. An employee, who works 40 hours per week, is considered a fulltime employee.
- Part-Time Employees. An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If you are a part-time employee working less than 25 hours per week, you are not eligible for the employee benefits described in this Employee Handbook. Benefits will be prorated for employees working between 25 and 39 hours per week.
- Overtime Pay. If you are a non-exempt employee you will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by your supervisor; failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, The School's work week shall be from 12:00 a.m. Monday until 11:59 p.m. Sunday.

IV. PERFORMANCE

A. Performance Reviews: The Principal will follow governing board policies and Florida Department of education requirements when conducting performance reviews for all licensed and certified personnel. The performance reviews will be conducted collaboratively between the Principal and the School employees. Nonexempt employees will be evaluated annually; licensed personnel will be evaluated in a manner consistent with FDOE regulations. The Principal will be evaluated no less frequently than once per year by the Governing Board. During a formal performance review the Principal may cover the following areas:

- The quality and quantity of your work.
- Strengths and areas for improvement.
- Initiative and teamwork.
- Attendance.
- Customer service orientation**.**
- Problem solving skills.
- Ongoing professional growth and development**.**
- All other competencies for your position, level of licensure or certification.

Additional areas will also be reviewed as they relate to your specific job. Your review provides an opportunity for collaborative, two-way communication between you and the Principal. This is a good time to discuss your interests and future goals. The Principal is interested in helping you to progress and grow in order to achieve personal as well as work-related goals.

The Principal can answer any questions you may have about the performance review process. The Principal uses your annual performance evaluation as a factor in recommending your rate/salary increase, promotions, or award of subsequent contracts, if any. Your performance evaluation may also be impacted by your willingness to follow and cooperate with the School's employee conduct policies as described in this Handbook or other directives or instruction given to you by the Principal or your supervisor.

V. STANDARD OF CONDUCT

A. Smoking: The use of tobacco, or tobacco products at the School or any School sponsored functions, events or activities is prohibited for students, faculty, and staff.

B. Staff Meetings: On occasion, you may be required to attend a meeting or school function outside your duty day. If you are a non-exempt employee, you will be paid for time spent. Prior approval by the Principal will be required for any overtime.

C. Computer Software (Unauthorized Copying): The School licenses the use of computer software from a variety of outside companies. The School does not have the right to reproduce the software or to grant licenses for other users. Employees shall use the software only in accordance with the software publisher's license agreement. As a rule do not download school-purchased software on any other computer without verifying the right to do so. Illegal reproduction of software can subject an employee to civil damages and criminal penalties, including fines and imprisonment. In addition, violation of this policy will result in disciplinary action up to and including discharge or termination from your employment.

D. Employee Technology Acceptable Use Policy: The School provides technology resources and business equipment to its staff for educational and administrative purposes. This policy governs the use of business equipment, computers and telephonic communication systems, including email, Internet and Internet systems (collectively referred to as (technology resources). The use of School technology resources is a privilege granted to employees for the enhancement of job-related functions. Violation of which may result in disciplinary actions. The School does not attempt to articulate all possible violations of this policy. In general, users are expected to use

the School computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

- Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
- Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
- Knowingly send, receive, or display communications that demean, threaten, insult, harass, or defame others.
- Knowingly send, receive, or display communications that disparage or berate the School, Board Members, or employees, or diminish employee productivity and/or professionalism.
- Violate any local, State, or Federal statute or regulation including, but not limited to copyright laws.
- Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social, or political causes.
- Disrupt, disable, damage, or interfere with services, equipment, or other users.
- Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
- Use the School computers for personal business.

The School reserves the right to review, audit, intercept, access, and disclose to review, audit, intercept, access, and disclose all matters placed on the School technology resources, as business conditions and/or security considerations warrant, without employee notice, during or after employee working hours. The use of a School provided password by an employee does not restrict the School's right to access electronic communications. While the School does not regularly monitor electronic communications it reserves the right to do so without notice.

Because the School reserves the right to access and monitor the use of the School's technology resources, no employee should have any expectation of privacy in connection with the use of this equipment or the transmission, receipt, or storage of information in such equipment, whether the information is personal or school-related.

E. Dress Code and Personal Appearance: Please understand that you are expected to dress and groom yourself in accordance with accepted social and business standards. You are expected to be suitably attired and groomed during working hours or when representing the School. If the Principal decides that your attire and/or grooming are inappropriate for the School you may be asked to leave your workplace until you are properly attired and/or groomed. Employees who violate dress code standards may be subject to disciplinary action.

F. Drug-Free Workplace Policy: Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, employees who work under the influence of alcohol or drugs threaten the School's reputation and integrity. School policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

G. Acceptance of Gifts: Advance approval from the Principal is required before an employee may solicit a gift on behalf of the School. School staff members are not to receive payment for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other school functions.

H. Employment of Relatives: If you and members of your family are employed by the School, one may not supervise the other nor work in the same department. If the employees are unable to develop a workable solution, the Principal will decide which employee may be transferred in such situations. Family members include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner (a person with whom the employee's life is interdependent and with whom the employee shares a mutual residence), brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse or domestic partner, and any relative living in the household of the employee or domestic partner. Should two employees who work together or supervise each other enter into a personal, non-work related relationship, one or both employees may have to be transferred.

No person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law, of the head administrator may be employed by the School unless approved by the Governing Board. The Governing Board may not hire a head administrator who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law of any member of the Governing Board.

I. Solicitations and Distributions: Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-School literature in work areas at any time during working time. Employees are not permitted to sell raffle chances, merchandise or otherwise solicit or distribute literature without management approval. Persons not employed
by the School are prohibited from soliciting or distributing literature on School property.

J. Confidentiality: As an employee of the School, you may learn confidential information about students, other employees or school business (together referred to as — confidential school information). During and after employment with the School, confidential School information may not be shared with non-employees of the School and may only be shared with other School employees on a need-to-know basis. If you violate this policy, disciplinary action will be taken up to and including termination or discharge.

The School will provide employee information to outside agencies only upon written authorization of the employee or as provided by law. Only the Principal is or her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide you with an appropriate form. You must provide a written and signed authorization form to the school, before the School will release your personal information. School’s standard reference letters are limited to confirming dates of employment, job title, and current rate of pay. All requests for employment verification must be received by the Principal or Business Manager in writing. School’s response will be in writing. The School does not provide letters of recommendation.

The School protects employees' confidentiality and expects the employees to protect confidential school information as well. No one should provide any information about an

employee and must refer any phone calls seeking such information to Principal or Business Manager. Under no circumstances will the School verify employment by telephone. In addition, the School also expects that you respect the privacy of your fellow employees, both with employees and non-employees. Personal information about any employee may not be discussed with other employees or non-employees without written authorization. Breaching confidences may be grounds for disciplinary action up to and including termination or discharge.

K. Employee Privacy: The School reserves the right to search any person entering on its property or offsite while performing services for the School and to search property, equipment, and storage areas including but not limited to, clothing, personal effects, vehicles, buildings, rooms, facilities, offices, parking lots, desks, cabinets, lunch and equipment boxes or bags, and equipment. Any items that you do not want to have inspected should not be brought to work.

L. Basis for Conduct-related Discipline: In addition to the foregoing described standards of conduct, the following is a list of unacceptable activities that can result in disciplinary action, up to and including termination. This list should NOT be considered comprehensive and nothing in this list alters the at-will nature of employment for some employees.

- Violation of any School policy.
- Violation of security or safety rules or failure to observe safety rules or School safety practices.
- Negligence or any careless action which endangers the life or safety of another person.
- Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on School premises, except medications prescribed by a physician to the employee in possession and which do not impair work performance.
- Unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property at any school sponsored event.
- Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property.
- Insubordination or refusing to obey reasonable instructions or directives issued by your supervisor while at work; unreasonably refusing to help out on a special assignment.
- Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
- Intentional or negligent destruction of or damage to school property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
- Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from administration; unauthorized use of school equipment or property for personal reasons; using school equipment for personal profit or business.
- Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by the School; unauthorized alteration of School or student records or other documents.

- ❖ Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee‘s ability to perform his/her job; restricting work output or encouraging others to do the same.
- ❖ Immoral conduct or indecency on School property.
- ❖ Conducting a lottery or gambling on School premises or when using School property and/or equipment.
- ❖ Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
- ❖ Any act of harassment as described above.
- ❖ Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.
- ❖ Sleeping or loitering during working hours.
- ❖ Excessive use of the School’s telephones for personal calls.
- ❖ Smoking on School property or in School vehicles.
- ❖ Creating or contributing to unsanitary conditions.
- ❖ Failure to report an absence or late arrival; excessive absence or lateness.
- ❖ Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on School premises.
- ❖ Speeding or careless driving of vehicles.
- ❖ Failure to immediately report damage to, or an accident involving, School equipment or property.
- ❖ Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on School premises.
- ❖ Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee‘s timesheet or records, or causing someone to alter your timesheet or records.
- ❖ Any other act or omission which impairs or restricts the ability of the School to provide a safe and healthy environment for employees and students.

M. Discipline Process: A number of tools are utilized to motivate, correct, and/or discipline employees, including, but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance. If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well. Your supervisor may but is not required to a progressive, corrective process. This disciplinary process may involve, but is not limited to, oral or written warnings, probation for poor work performance/habits, disciplinary suspension, and termination. If progressive discipline is not considered appropriate, however, the sequence described above will not be followed.

THE PRINCIPAL RESERVES THE RIGHT TO DISCIPLINE AN EMPLOYEE BY TAKING WHATEVER ACTIONS, AT HIS/HER SOLE DISCRETION, DEEMS TO BE APPROPRIATE AND IN THE BEST INTERESTS OF THE SCHOOL, UP TO AND INCLUDING TERMINATION OR DISCHARGE.

In the case of serious misconduct, it may be necessary to protect the safety and security of the workplace by suspending or placing the involved employees on administrative leave in order to remove them from the workplace. In addition, in some instances, while your supervisor is

investigating and considering appropriate action, you may be relieved from duty pending a full investigation of the circumstances. The investigation may have one of the following results: (a) if the circumstances do not justify suspension, you will be allowed to return to work, although other disciplinary action may be taken; (b) if the circumstances do justify suspension you will be notified of the suspension and dates and conditions for returning to work. You will not be paid or accrue sick leave (if applicable to you) for the period suspension occurs; or (c) if the circumstances justify termination, and you are not a —tenured employee, you will be dismissed and a final paycheck will be issued excluding time of unpaid suspension. If you are a —tenured employee and the circumstances justify termination or discharge, the process outlined in this handbook will be followed.

N. Grievance Procedures for on the Job Problems: As an employee of the School and an important member of our team, we are concerned that on-the-job problems are brought to the attention of the School. Many problems tend to arise out of misunderstanding or lack of complete information. If problems are kept hidden, they tend to fester and to grow out of proportion to their seriousness. If you feel that anything has occurred that is in any way unfair to you, or if you have any complaints, requests, or constructive criticism, the best way to eliminate the problem is to talk it over. If the problem involves harassment of any kind, please Article II, C.4.

1) Applicability. This grievance procedure policy does not apply for complaints about the following situations:

- The contents of an evaluation or the discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his/her immediate supervisor;
- Discharge or termination decisions (See below);
- Situations in which the remedy for the alleged violation resides exclusively in some person, agency, or authority other than the School, its Principal or Governing Board;
- A former employee cannot file a grievance after the effective date of separation from employment.

2) Grievance process.

a) Step 1. All problems should be taken to your immediate supervisor first for discussion. Your supervisor is always ready and willing to answer your questions about your work or your progress. If you have ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken.

b) Step 2. If, after talking to your supervisor, you have not received a satisfactory explanation or decision, you should notify your supervisor that you wish to present the problem to the Principal. To do this, write a statement to the Principal that includes:

- Your name and position;
- What the problem is;
- When you discussed it with your supervisor;
- What was your supervisor's response;
- Why you disagree; and

- What you suggest as the proper response to the problem you raised.

The Principal will investigate and will discuss the outcome of his/her review of the supervisor‘s proposed resolution of the problem with you.

c) Step 3. If you feel you did not receive a satisfactory resolution from the Principal or decision, you should notify the Principal that you wish to present the problem to a neutral third party. To do this, write a statement to the Principal that includes:

- Your name and position;
- What the problem is;
- When you discussed it with your supervisor;
- What was your supervisor's response;
- Why you disagree; and
- What you suggest as the proper response to the problem you raised.

The person designated by the Principal will make recommendations for a proposed resolution to the Principal and will discuss the recommendation with you. The Principal may, but is not required to accept the third party neutral‘s recommendation, or meet with you and the third party to reach a compromise solution, or the Principal may reject recommendation and reach a decision about the grievance that will be final.

In all cases, if an immediate decision is possible, it will be given to you; if not, you will be informed of a time when an answer will be available.

We urge that you bring all problems or complaints out into the open since only in this manner can any action be taken by the company. All complaints should be brought no later than ten (10) school days from the complained of incident. This is to insure that a proper investigation and fair evaluation can take place.

VI. TERMINATION AND DISCHARGE

A. Definitions.

1) Termination. In the case of a licensed employee, termination means non-renewal of a contract at the end of its term. For all other employees, termination means severing or ending the employment relationship.

2) Discharge. Discharge means to sever the employment relationship of licensed personnel or employees under contract before the end of the existing contract.

3) Just cause. Just cause refers to a reason for termination or discharge that is rationally related to an employee‘s competence or moral turpitude or the proper performance of his/her duties and that is not in violation of the employee‘s civil or constitutional rights.

B. Termination/Discharge Policy for Employees with Less than Three (3) Consecutive Years of Service:

1) General. The School may terminate an employee (licensed or non-licensed) with fewer than three (3) years of consecutive service for any reason it deems sufficient.

a) Non-contract employees. Employees with three (3) years or less of consecutive service and who are not employed pursuant to a contract are considered at-will employees. A written notice of termination will be provided to the employee.

b) Contract employees. Contract employees with three (3) years or less of consecutive service; i.e., who have not been reemployed under a third consecutive contract, may be terminated by non-renewal of their contracts without cause.

Protest Procedure for Employees with Less than Three (3) Consecutive Years of Service.
For an employee of less than three (3) consecutive years who was terminated or whose contract was not renewed, there is no protest procedure because such an employee may be terminated or not renewed without just cause. However, an employee of less than three (3) years may request a written explanation from the Principal that details the rationale for his/her termination or non-renewal. Requests for an explanation will be made in writing and delivered to the Principal no later than five (5) working days after receipt of the notice of termination or notice of non-renewal. Reasons for the determination will be provided to the employee within ten (10) days of receiving his/her request. The decision of the Principal to terminate is final and not subject to appeal.

C. Termination/Discharge Policy for Employees with Three (3) Years or More Years of Consecutive Service.

Non-Contract and Contract: No employee who has been employed by the School for three (3) years or more of consecutive service may be discharged except for just cause.

2) Protest Procedure. The School provides the following procedures for challenges to termination or discharge decisions for employees with three (3) or more years of consecutive service:

a) Request for Statement of Rationale. An employee who has been employed by the School for three (3) consecutive years and who receives a notice of termination or (for licensed personnel a notice of non-renewal) may request a written statement of the reasons for non-renewal. The Principal will provide a written statement of the rationale within five (5) working days from the date she receives the request.

b) Hearing before the Governing Board. If after receiving the Principal‘s written reasons for termination, the employee contends that the reasons do not constitute just cause, the employee will be granted permission to address his/her objections to termination to the Governing Board by following these steps:

- The employee must submit a written request for a hearing before the Governing Board within ten (10) days after receiving the written rationale for termination from the

Principal. The request for hearing must include a statement explaining why the employee believes that he/she was terminated for reasons that do not constitute just cause. In addition, the statement must include facts, supporting documentation and potential witnesses who will support the employee's position.

- ❖ If the employee provides a statement explaining why he/she believes there was not just cause for his/her termination, the Governing Board will meet to hear the employee present the his/her statement in no less than five (5) and no more than fifteen (15) working days after receipt of the employee's written statement of contentions.
- ❖ At the hearing, both the employee and the Governing Board may have representation of their choice, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

Rules for Hearing:

- ❖ The hearing will be conducted in accordance with the provisions of the Florida Open Meetings Law; i.e. the meeting will be held in closed session unless the employee may requests that the hearing be held in a public session. The Governing Board, however, reserves the right to deny an open meeting if the grounds for termination are based on issues that will include identifiable student information and the employee has not secured a full release from the named student's legal guardian at least three days prior to the proceedings. The employee must provide the original release to the school.
- ❖ The Principal will first state the reasons for termination and present the factual support for those reasons. The reasons will be limited to those first provided to the employee after his/her request for an opportunity to address the Governing Board.
- ❖ The employee will next state his/her reasons and factual support for contending that the termination was not for just cause. Those reasons and factual support must be the same as those provided in the employee's written response to the statement provided by the Principal.
- ❖ The Principal may offer such rebuttal testimony that she deems appropriate.
- ❖ Each party, including the Governing Board may question all witnesses.
- ❖ Only evidence presented at the hearing will be considered and the Governing Board is only required to consider that testimony it considers reliable.
- ❖ No record will be kept of the hearing.
- ❖ The Governing Board will notify the employee and the Principal of its decision in writing within five (5) working days from the conclusion of the meeting.

D. Appeals from Determinations by Governing Council: Arbitration. Either the terminated employee or other representatives of the School may appeal the decision of the Governing Board. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time.

E. Report to Florida Department of Education: The School will file a record with the Florida Department of Education of all terminations and all actions arising from terminations annually.

F. Termination/Discharge Policy for Other Personnel Exempt From Protest Procedures:

In addition to employees who have less than three (3) consecutive years of employment, the rights to due process protests upon termination do not apply to the following School personnel:

- Certified school instructors employed to fill the position of certified school instructor entering military service;
- Persons employed as licensed school administrators;
- Non-certified school employees employed to perform primarily school-wide management functions.

G. Termination/Discharge Policy for Contract Employees Discharged Prior to Contract Term:
A contract employee may be discharged prior to the end of his/her contract term for just cause according to the following procedures:

1. Notification and Immediate Removal.

- Notice of discharge. The Principal will serve written notice (certified mail return receipt requested) or will arrange personal delivery retaining a receipt signed and dated by the employee, of intent to recommend to the Governing Board that the employee be discharged. Service otherwise consistent with the rule of civil procedure will be sufficient to complete service as meant by these provisions.
- Stated reasons. The notice will include the reasons for the Principal's decision to discharge the employee along with a written description of the employee's right to a hearing before the Governing Board.
- Immediate Removal. In the event that the Principal determines that it is necessary to immediately remove the employee from the school premises, the employee will be placed on paid administrative leave pending the outcome of a hearing on the Principal's decision to discharge.

3. Protest Procedure/Hearing. A contract employee who receives a notice of discharge may request a hearing before the Governing Board by giving the Principal a written notice of his/her decision to request a hearing within five (5) working days of receipt of the notice to discharge.

   a) Date of hearing. If the employee timely notifies the Principal that he/she is requesting a hearing on the notice of discharge, a hearing will be scheduled by for no less than twenty (20) and no more than forty (40) working days after the Principal receives the written election from the employee. The employee will have at least ten (10) working days prior notice of the hearing date.

   b) Hearing Procedures.

   - The School and the employee may have representation of their choosing and at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing
   - Discovery will be limited to depositions and request for production of documents, which will be completed prior to the hearing.

- ❖ The Governing Board will have the authority to issue subpoenas for the attendance of witnesses and to produce documents and other evidence at the request of either party and will have the power to administer oaths.
- ❖ The School will have the burden of proving the just cause for discharge by a preponderance of the evidence. The evidence at hearing will be limited to the reasons as stated in the notice of discharge.
- ❖ The School will present its evidence first; the employee will present second; either party may present witnesses and introduce documents to prove their respective case.
- ❖ An official record must be kept of the preceding and the employee is entitled to one copy at the expense of the School.
- ❖ The Governing Board will render its written decision within twenty (20) calendar days of the conclusion of the hearing and deliver its decision to the employee by certified mail return receipt requested or by personal delivery.

3. Appeal from Decision on Discharge: Arbitration. Either the discharged contract employee or a representative(s) of the School may appeal the decision of the Governing Board. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time.

H. Phasing Out and Elimination of Positions/Reduction-in-Force: From time-to-time, it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by the School Reduction in Force Policy to guide such phase-out or reduction in force. A reduction in force carried out pursuant to the school's policy is just cause for termination or discharge.

I. Administrative Leave Pending Possible Disciplinary Action: If you are suspected of violating School policies, procedures, or work rules, you may be placed on administrative leave with pay pending an investigation of the situation. However, this should not be interpreted to mean that the Principal cannot suspend an employee immediately, if the situation so warrants.

J. Resignation: Non-exempt employees should give a minimum of two weeks written notice of resignation to the Principal. The School will consider you to have voluntarily terminated your employment if you do any of the following:

- ❖ Resign from the school,
- ❖ Fail to return from an approved leave of absence on the date specified by the School, or
- ❖ Fail to report to work or call in for two (2) or more consecutive work days

All certified or licensed employees are required to provide written notice of their intent to terminate employment with the School to the Principal at least thirty (30) calendar days in advance.

K. Retirement: Eligible employees who meet the criteria established by the State of Florida and wish to retire and should contact the Principal or Business Manager in advance of the anticipated retirement date to initiate retirement proceedings.

L. Return of School Property: Any School property issued to you, such as keys, computer equipment, etc. must be returned to the School at the time of your resignation, termination, or discharge. You will be responsible for any lost or damaged items. In most instances, when you are issued School property, you will be required to sign a wage deduction authorization

permitting the School to withhold from your last paycheck an amount equal to the value of any property issued to you that is lost, stolen or damaged.

M. Safety:

1. General Employee Safety; The School is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees. The School will maintain safety and health practices consistent with the needs of our profession. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Principal or his/her designee for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. Employees are strongly encouraged to participate and value input on health and safety matters.

Safety common sense includes:

- Lifting: Ask for assistance when lifting heavy objects or moving heavy furniture. Bend your knees, get a firm grip on the object, hold it close to your body and space your feet for good balance. Lift using your stronger leg muscles, not your weaker back muscles.
- Materials Handling: Do not throw objects. Always carry or pass them. Use flammable items, such as cleaning fluids, with caution. Also, stack materials only to safe heights.
- Trash Disposal: Keep sharp objects and dangerous substances out of the trash can. Items that require special handling should be disposed of in approved containers.
- Cleaning Up: To prevent slips and tripping, clean up spills and pick up debris immediately.
- Preventing Falls: Keep aisles, work places and stairways clean, clear and well lighted. Walk, don't run. Watch your step.
- Handling Tools: Exercise caution when handling objects and tools. Do not use broken, defective or greasy tools. Use tools for their intended purpose only. Wear safety glasses or goggles whenever using a power tool.
- Falling Objects: Store objects and tools where they won't fall. Do not store heavy objects or glass on high shelves.
- Work Areas: Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges. Keep drawers closed. Open only one drawer at a time.
- Using Ladders: Place ladders securely. Do not stand on boxes, chairs or other devices not intended to be used as ladders.
- Machines: Do not clean machinery while it is running. Lock all disconnect switches while making repairs or cleaning.
- Electrical Hazards: Do not stand on a wet floor while using any electrical apparatus. Keep extension cords in good repair. Don't make unauthorized connections or repairs. Do not overload outlets.
- Fire Prevention: Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times. Notify your supervisor if an extinguisher is used or if the seal is broken. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source. Evacuation exits should be posted. Be familiar with fire drill procedures and plans for evacuating students.

2. Reporting Safety Issues. All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Principal or her

designee. If you or another employee is injured, you should contact outside emergency response agencies, if needed. The Employee's Claim for Worker's Compensation Benefits Form must be completed for any instance of employee injury, even if no medical attention is sought at the time of injury. If you fail to report your injury timely, you may jeopardize your right to collect workers' compensation benefits.

N. Weapons: The School prohibits all persons who enter School property from carrying a handgun, firearm, knives of any length, or other weapons regardless of whether the person is licensed to carry the weapon or not. The only exception to this policy will be police officers, security guards or other persons who have been given written consent by the School to carry a weapon on the property. Any employee violating this policy will be subject to disciplinary action. All staff must review and be familiar with of safety policies and procedures listed in the School Safety Plan that was provided to you during staff orientation.

O. Violence in the Workplace Policy: The School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect the School or which occur on School property will not be tolerated. Every employee is required to report incidents of threats or acts of physical violence of which he/she is aware to the Principal. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at the School, or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- Intentional destruction of or threatening to destroy the School‘s property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or inappropriate use of firearms or weapons.

P. Security: Maintaining the security of School buildings and vehicles is every employee's responsibility. Develop habits that insure security as a matter of course. For example: When you leave the School premises make sure that all entrances are properly locked and secured.

Q. Parking Areas: You are encouraged to use the parking areas designated for employees. Remember to lock your car every day and park within the specified areas. Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to your supervisor. The School is not responsible for any loss, theft or damage to your private vehicle or any personal property in your vehicle or kept on School premises.

R. Prohibited Disclosure of Confidential Information. No person shall sell or use student, faculty or staff lists with personal identifying information obtained from a public school or a local school district for the purpose of marketing goods or services directly to students, faculty or staff or their families by any means of communication. The provisions of this section shall apply until the students and his/her parent(s) or legal guardians have consented in writing.

S. Prohibited Sales by School Personnel. Employees of the school shall not directly or indirectly, sell or be a party to any transaction to sell or receiving any commission or profit from any contract for sale any instructional material, furniture, equipment, ,insurance, school supplies to the School. This provision shall not apply in cases in which school employee contracts to perform special services with the school with which they are associated or employed during time periods wherein service is not required under a contract for instruction, administration or other employment. No employee of the school shall solicit or sell or be the party to a transaction to solicit or sell insurance or investment securities to any employee of the school.

VII. BENEFITS

The school is committed to sponsoring a comprehensive benefits program for all eligible employees. Literature is available from our insurance companies for details on your health/dental coverage. Please see the Business Manager for information on your benefits and coverage. If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive all of the benefits described in this Employee Handbook. For part-time employees, benefits are pro-rated. Coverage is available to you and your dependents as defined in the benefit summary plan descriptions. Please see the Business Manager for details.

A. Group Insurance: A comprehensive, quality insurance program is available to employees and their families. You become eligible for coverage on the first day of the month following your date of hire. The following benefits are provided, as defined and limited in the literature provided by the School's insurance company:

- Medical Care Coverage.
- Dental Care Coverage.
- Vision Care Coverage.
- Retirement Savings.

LIFE INSURANCE COVERAGE:

- The Charter School shall provide the following Basic Life/Accidental Death and Dismemberment coverage to all employees: $25,000 Life/AD&D ($4.00 per month).
- Charter School employees have the option to select Voluntary Life through Prudential for themselves, spouse or children, which is a 100% employee deduction.
- The School shall provide employees, on a matching basis, long-term disability coverage. The waiting period for coverage shall be Thirty (30) days.

B. Florida Retirement System (FRS): The Florida Retirement System (FRS) is provided to eligible employees (those who have completed sufficient service). See Business Manager for details.

C. Social Security: In accordance with the applicable federal law, all employees are required to participate in and contribute to Social Security. The School also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security office.

D. Workers' Compensation: The School maintains Workers' Compensation Insurance coverage for employees who sustain an injury or illness compensable under Florida workers' compensation laws. The School pays the full cost of the workers' compensation insurance. All

workers' compensation claims are subject to evaluation and investigation by the School and its insurance carrier. If you are injured while performing duties related to your job at the School, you must report the injury promptly to your immediate supervisor. More information is available from the Principal or Business Manager.

E. Unemployment Compensation: School employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the Principal or Business Manager.

F. Leave Benefits: As a part of the Benefits package provided to School employees, the Board may allow approved leaves of absence. Leaves may be granted with or without pay. Requests for Leave forms must be completed and submitted to the Principal for approval. Explanations of the reason for leave request need not be entered on a Request for Leave form for personal leave. However, explanations are necessary for all other types of leave.

G. Sick Leave: Regular full-time employees are entitled for 10 paid sick days per school year; contract personnel are entitled to the number of sick leave days stated in their contract. Unless otherwise provided for or as approved by the Principal, sick leave is to be used by employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of sick leave is cause for disciplinary reasons, up to and including termination or discharge. For the purposes of this section, immediate family is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal.
- Notice of absence from work due to illness should be provided to the Principal or his or her designee by 7:30 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- An employee will not be paid for unused sick leave days upon severance of his/her employment from the School, however, unused sick leave may be carried over into succeeding school years up to a maximum of 200 hours. Accumulated unused sick leave may be used for personal or family illnesses as described in the Family Medical Leave provisions below.
- If an employee misses three (3) consecutive workdays due to illness, the Principal may request that you bring a release to return to work notice from your physician or licensed health practitioner. The Principal may, at any time, request that an employee bring a doctor's note verifying that your leave was necessitated by illness.

H. Personal Leave Personal Leave of up to two (2) days per year may be granted, upon request, to all eligible employees. This leave is granted to employees for personal matters that require absence during working hours. Requests for personal leave should be made at least two school days in advance and the Principal has the discretion to deny personal leave as she/he deems it

appropriate. A request must be in writing and approved prior to taking the leave. Personal leave not taken shall be accumulated the next year as unused with sick leave up to the maximum set forth. Employees will not be paid for unused leave when employment with the School is voluntarily or involuntarily served.

I. Family and Medical Leave Policy (FMLA) MCA acknowledges that from time to time situations occur in employees' lives that require time away from work. The School will provide eligible employees unpaid leaves of absence to attend to family and medical needs in accordance with the federal Family and Medical Leave Act of 1993 and as amended in 2008.

An employee is eligible for FMLA leave if he/she:

- Has worked for the School for at least 12 months in the last 7 years; and
- Has worked at least 1,250 hours for the School during the 12 calendar months immediately preceding the request for leave.

Employees with any questions about their eligibility for FMLA leave should contact the Principal or his/her designee.

FMLA Leave. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

- To care for the employee's son or daughter during the first 12 months Following birth;
- To care for a child during the first 12 months following placement with the employee for adoption or foster care;
- To care for a spouse, son, daughter, or parent (—covered relation) with a serious health condition;
- For incapacity due to the employee's pregnancy, prenatal medical or child birth;
- Because of the employee's own serious health condition that renders the employee unable to perform an essential function of her or her position.

Married couples. In cases where a married couple is employed by the School, the two spouses together may take a combined total of 12 weeks leave during any 12-month period for reasons noted above.

Covered Service member Leave. Eligible employees who are family members of covered service members are entitled to take up to 26 workweeks of leave in a —single 12-month period to care for a covered service member with a serious illness or injury incurred in the line of duty on active duty. The definition of family members includes family members covered in 3 (b) (iii) and next of kin, which means the nearest bold relative (including siblings, grandparents, aunts, uncles, and first cousins). The 26 weeks include leave for qualifying exigencies described below. All other provisions of the FMLA apply, such as employee eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of leave, the School has the right to require the employee to support a request for leave with an appropriate medical certification. When two eligible employees are married and work for the School, and when the reason triggering the FMLA event is to care for a service member under this section, a combined total of 26 weeks applies.

Qualifying Exigency. The 12 weeks available to all FMLA-eligible employees is available to eligible

employees with a covered military member serving in the National Guard or Reserves to use for any qualifying exigency arising out of the fact that a covered military member is on active duty or call to active duty status in support of a contingency operation. Qualifying exigency means:

- Military member‘s short-notice deployment (leave to address any issue that arises from an impending call or order to active duty in support of a contingency operation seven days or less prior to the date of deployment);
- Military events and related activities (leave to attend any military ceremony, program or event related to the active duty call or to attend family support or assistance programs and informational briefings);
- Arranging for alternate childcare and related activities;
- Addressing certain financial and legal arrangements;
- Periods of rest and recuperation for the service member (up to 5 days of leave);
- Attending certain counseling sessions;
- Attending post-deployment activities (available for up to 90 days after the termination of the covered service member‘s active duty status); or
- Other activities arising out of the service member‘s active duty or call to active duty and agreed upon by the School and the employee

Intermittent Leave. Intermittent leave and reduced work schedules are allowed when such are medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the School’s operations. Covered Service member Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee‘s own child during the first year following birth, or to care for a child placed with the employee for foster care or adoption, unless both the School and employee agree to such intermittent leave. If an employee requests intermittent leave, it may be necessary for the School to transfer him/her to another position that will better accommodate an intermittent or reduced schedule.

Pay, Benefits, and Protections During FMLA Leave. Employees taking FMLA leave must use all of their available accrued and unused paid sick and personal days and vacation (if applicable) as part of the leave. Once the employee‘s paid leave benefits are exhausted, the employee will continue for the duration of the family and medical leave without pay.

Medical and other benefits. The School will continue to maintain group health insurance coverage for the employee and, where applicable, for his/her dependents during the FMLA leave, up to a maximum of twelve weeks in a twelve-month period. After an employee‘s paid leave is exhausted, an employees must arrange to pay the premium contributions they previously had deducted in order to continue group health or other insurance for themselves and, where applicable, their dependents during the family and medical leave. The employee will be required to arrange for and pay for other benefits while on leave without pay. Failure to make arrangements and to pay the premiums for benefits other than health.
If an employee fails to return to work at the end of the family and medical leave, the School may require the employee to reimburse it for the amount the School paid for the employee's health insurance premiums during the leave. Employee Responsibilities When Requesting FMLA Leave:

- If the need to use FMLA leave is foreseeable, the employee must give the School at least 30 days prior notice of the need to take leave. When 30 days’ notice is not possible, the employee must give notice as soon as practicable (within 1 or 2 business days of learning of

the need for leave except in extraordinary circumstances). Failure to provide such notice may be grounds for delaying the start of the FMLA leave.

- Requests for FMLA leave should be submitted to the Principal or his/her designee by using the Request for Family/Medical Leave form.
- When submitting a request for leave, the employee must provide sufficient information for the School to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the employee or family member needs hospitalization or continuing treatment by a healthcare provider; or the circumstances supporting the need for leave.
- An employee undergoing planned medical treatment will be required to make a reasonable effort to schedule the treatment to minimize disruptions to the School's operation.

Employer responsibilities:

- When an employee requests leave, the School will inform the employee whether he or she is eligible under the FMLA. If the employee is, the employee will be given a written notice that includes details on any additional information he or she will be required to provide. If the employee is not eligible under the FMLA, the School will provide the employee with a written notice indicating the reason for ineligibility.
- If leave will be designated as FMLA-protected, the School will inform the employee in writing and provide information on the amount of leave that will be counted against your 12 or 26 week entitlement.

Medical Certification:

- If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee must supply appropriate medical certification. Employees may obtain Medical Certification forms from the Principal or his/her designee. When the employee requests leave, the School will notify the employee of the requirement for medical certification and when it is due (no more than 15 days after you request leave). If the employee provides at least 30 days 'notice of medical leave, he or she should also provide the medical certification before leave begins.
- Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. The School, at its expense, may require an examination by a second healthcare provider designated by the School, if it reasonably doubts the medical certification initially provided. If the second health care providers' opinion conflicts with the original medical certification, the School, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion.
- The School may require subsequent medical recertification. Failure to provide requested certification within 15 days, except in extraordinary circumstances, may result in the delay of further leave until it is provided.

Reporting While on Leave. If an employee takes leave because of the employee's own serious health condition or to care for a covered relation, the employee must contact the School on the first and third Tuesday of each month regarding the status of the condition and his or her intention to return to work. In addition, the employee must give notice as soon as practicable (within 2 business days, if feasible) if the dates of the leave change, are extended, or were

unknown initially.

Exemption for Highly Compensated Employees. Highly compensated employees (i.e., highest-paid 10 percent of employees at the School) may not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial economic injury to the School. (This fact-specific determination will be made by the School on a case-by-case basis.)

Special Rules for Instructional Employees. Instructional employees are subject to certain limitations on FMLA leave coverage. An instructional employee includes teachers, instructional assistants, coaches and other employees whose duties principally involve the direct provision of instruction services to students. The following limitations on FMLA for instructional employees arise when leave is requested near the end of the semester or when intermittent leave is involved.

Leave near the end of a semester:

- If an instructional employee begins leave more than five weeks before the end of a semester, the School may require the employee to continue taking leave until the end of the semester if (i) the leave will last at least three weeks, and (ii) the employee would return to work during the three-week period before the end of the term.
- If the instructional employee begins leave during the five-week period before the end of a semester for an eligible reason other than his/her own serious illness, the School may require the employee to continue taking leave until the end of the semester if (i) the leave will last more than two weeks, AND (2) the employee would return to work during the two-week period before the end of the term.
- If the instructional employee begins leave during the three-week period before the end of a semester for an eligible reason other than his/her own serious illness, the School may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

Intermittent Leave. If an instructional employee needs intermittent or reduced leave and the employee would be on leave for more than 20 percent of the total number of working days over the leave period, (e.g. five days in a four week period) the employer may require the employee to choose between the following:

- Taking a certain period of consecutive (full) days on leave, not greater than the duration of the employee's planned medical treatment, or
- Transferring temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

Counting FMLA days: If the employee is required to remain on leave until the end of a semester academic term, the employer may only designate as FMLA leave for the period of time the employee is actually unable to work, not the period of time after which he or she was ready and able to return to work but was asked by the employer to remain on leave.

J. Leave for Jury Duty and Court Subpoena Leave:

Leave is available to employees as follows:

- If you are a regular employee, full-time or part-time, and are required by an order of court to serve as a juror, the School will pay you the difference between your jury duty pay and your regular straight-time pay for any schedule work time that you miss during the first two weeks of your jury duty. To be reimbursed, you must present a court voucher and proof of actual jury duty service.
- To receive jury duty pay, employees must provide the Business Manager with a copy of the court order as soon as it has been received. An employee required to be available for jury duty, but not required to be in court, must report to work. Utilization of the court calling system, if available, is required in order to receive jury duty pay.
- If you are served with a Subpoena for witness duty and the matter in which you are to testify is directly related to the School, e.g. school student or employee matter, the School will pay you the difference between your witness fees, plus any mileage reimbursement, and your regular straight-time pay for any schedule work time that you miss. To be reimbursed, you must present the subpoena and a copy of the witness fee payment voucher.

K. Professional Leave: may be granted at the discretion of the Principal, upon request, for professional development, professional organizational activities, school-related professional activities, or other activities related to the employee's assignments.

L. Religious Leave: may be granted, upon request, to all employees for observance of recognized religious events. Personal leave may be used or leave without pay will be granted. This leave may be granted for up to two (2) days per year.

M. Military Leave of Absence: If you are a full-time employee and are inducted into the U.S. Armed Forces, you will be eligible for reemployment after completing military service, provided:
- You show your orders to the Principal as soon as you receive them.
- You satisfactorily complete active duty service of five years or less.
- You enter the military service directly from your employment with the School.
- You apply for and are available for re-employment within ninety (90) days after discharge from active duty. If you are returning from up to six (6) months of active duty for training, you must apply within thirty (30) days after discharge.

N. Military Reserves or National Guard Leave of Absence: Employees who serve in the U. S. military organizations or state militia groups may take the necessary time off during the school year, with pay up to 15 days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish; however, they are not obliged to do so. ***You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.***

O. Voting Leave: will be granted to employees who are eligible voters and whose work day begins less than two hours after the polls open and ends less than three hours before the polls close. If you qualify you will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. Employees utilizing this benefit must vote in the election for which they are granted leave. The Principal will schedule voting leave to ensure department work is covered.

CERTIFICATION OF RECEIPT OF EMPLOYEE HANDBOOK 2016-2017

I, _____, (print name) have received a copy of the School's Employee Handbook 2016-2017 and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents administration guidelines only, which may be modified from time to time. I understand that neither the Handbook's policies nor any representations made by the administration representative, at the time of hire or subsequently, are to be interpreted as a contract between the school and any of its employees. Unless I have a written contract with the School or am otherwise covered by the long term employment provisions of the Florida School Personnel Act, I understand that I am employed as an at will employee and that the employment relationship can be terminated at any time by either the employee or the School. The only contract that I should rely upon regarding my specific terms of employment is the written contract signed between me and the School's head administrator. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the School may terminate the employment relationship whenever it determines that it is in its best interest to do so in compliance with state and federal statute.

ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

I have been informed about Handbook and I understand that I have the responsibility to become familiar with all policies and procedures included in them. Further, I have read and understand the provisions of the following school policies, procedures and guidelines contained in the Handbook and agree that adherence to them and all others is a condition of my continued employment.

Initial each:

_____ Equal Employment Opportunity
_____ Anti-Harassment/Discrimination Policy
_____ Standards of Conduct
_____ Grievance Procedure
_____ Employee Technology Acceptable Use Policy
_____ Safety School Plan

Employee Signature_____ Date _____

Witness _____ Date _____

APPENDIX 5: SCHOOL FINANCES

FINANCIAL PROJECTIONS SUMMARY

	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment					
Total # of Students	293	435	574	710	710
Per Student Revenue	$ 6,735.94	$ 6,695.17	$ 6,789.88	$ 7,149.00	$ 7,214.94
Revenue					
Maximum Gross Revenue	$ 2,034,254	$ 2,999,438	$ 4,006,026	$ 5,204,472	$ 5,252,477
Expected Atrition Rate	98%	98%	98%	98%	98%
Likely Gross Revenue	$ 1,973,631	$ 2,912,401	$ 3,897,388	$ 5,075,790	$ 5,122,608
Facilities Budget					
Maximum Facility Expense	$ 334,484	$ 507,827	$ 689,667	$ 908,772	$ 912,381
Minimum Building Size	$ 16,610	$ 24,640	$ 32,450	$ 40,040	$ 40,040
Maximum cost per square foot	$ 12.73	$ 14.55	$ 16.36	$ 18.18	$ 18.18
Operating and Fixed Costs	$ 123,084	$ 149,427	$ 158,667	$ 180,772	$ 184,381
Mortgage Payments/Rent	$ 211,400	$ 358,400	$ 531,000	$ 728,000	$ 728,000
Staffing					
Average Class Size	18.3	18.5	18.5	18.7	18.7
# of Classroom Teachers	16	23.5	31	38	38
# of Other Teachers	3.1	4.2	5.1	6.9	6.9
# of Other Staff Members	5.5	8.5	9.5	12.5	14
Salary + Benefits Per Teacher	$ 44,100	$ 44,916.00	$ 45,748.32	$ 46,597.29	$ 47,463.23
Total Teacher Salary + Benefits + Employer Costs	$ 923,905	$ 1,368,009	$ 1,864,658	$ 2,350,818	$ 2,448,379
Other Employee Salary + Benefits + Employer Costs	$ 291,702	$ 329,058	$ 380,346	$ 439,147	$ 469,137
All Other Expenditures	$ 324,837	$ 560,771	$ 829,443	$ 1,056,140	$ 1,024,982
Net Revenue	$ 98,702	$ 146,736	$ 133,273	$ 320,913	$ 267,730

GENERAL FIVE YEAR BUDGET PROJECTIONS SUMMARY

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	$ -	$ 1,898,071	$ 2,797,881	$ 3,746,824	$ 4,728,783	$ 4,798,335
Federal Revenue Sources	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ -	$ -	$ -	$ -	$ 160,849	$ 136,721
IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
NSLP Funds	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation Funds	$ -	$ 5,576	$ 6,970	$ 8,364	$ 9,758	$ 11,152
Interest from Investments	$ -	$ -	$ -	$ -	$ -	$ -
Interest from Loans	$ 325,000	$ -	$ -	$ -	$ -	$ -
Other Income Sources	$ 30,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 355,000**	**$ 1,973,631**	**$ 2,912,401**	**$ 3,897,388**	**$ 5,075,790**	**$ 5,122,608**
Expenses						
Academic Expenses						
Employee Salaries	$ 50,000	$ 1,015,168	$ 1,415,886	$ 1,876,791	$ 2,334,740	$ 2,442,670
Employee Benefits	$ 2,650	$ 104,570	$ 147,471	$ 191,744	$ 236,447	$ 246,031
Employer Costs	$ 4,666	$ 95,870	$ 133,709	$ 176,470	$ 218,777	$ 228,814
Total Employee Costs	**$ 57,316**	**$ 1,215,608**	**$ 1,697,067**	**$ 2,245,004**	**$ 2,789,965**	**$ 2,917,515**
Academic Supplies	$ 66,590	$ 28,677	$ 88,740	$ 106,909	$ 179,232	$ 139,503
Services and Contracts	$ 53,000	$ 85,782	$ 155,396	$ 216,511	$ 295,434	$ 299,872
Facilities Costs	$ -	$ 211,400	$ 358,400	$ 531,000	$ 728,000	$ 728,000
Insurance	$ -	$ 26,808	$ 31,689	$ 36,662	$ 41,725	$ 42,559
Utilties	$ -	$ 45,949	$ 47,837	$ 49,782	$ 51,783	$ 52,869
Maintenance	$ -	$ 2,500	$ 7,575	$ 7,752	$ 7,934	$ 8,120
Furniture	$ 7,500	$ 11,286	$ 16,675	$ 21,064	$ 25,453	$ 25,453
AV / Computer Equipment	$ 60,500	$ 1,172	$ 37,001	$ 43,141	$ 50,742	$ 50,936
Software	$ 5,000	$ 2,000	$ 7,000	$ 7,000	$ 7,140	$ 7,283
Other Equipment	$ -	$ 6,446	$ 9,570	$ 12,628	$ 17,040	$ 17,040
Travel Costs	$ 150	$ 850	$ 864	$ 878	$ 893	$ 908
Food	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ 10,600	$ 28,145	$ 35,556	$ 149,152	$ 157,556	$ 159,462
District Administrative Fees	$ -	$ 81,214	$ 80,599	$ 81,777	$ 83,425	$ 84,674
Reserve Fund	$ -	$ 57,109	$ 84,146	$ 112,656	$ 142,156	$ 144,285
Total Expenses	**$ 260,656**	**$ 1,874,929**	**$ 2,765,665**	**$ 3,764,115**	**$ 4,754,877**	**$ 4,854,878**
Net Revenue	**$ 94,344**	**$ 98,702**	**$ 146,736**	**$ 133,273**	**$ 320,913**	**$ 267,730**

FIVE YEAR BUDGET PROJECTS - ACCOUNTING CODES

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
3300 - State Funding	$ -	$ 1,898,071	$ 2,797,881	$ 3,746,824	$ 4,889,632	$ 4,935,056
3400 - Transportation	$ 30,000	$ 21,272	$ 31,450	$ 40,206	$ 49,412	$ 50,806
3200 - NSLP	$ -	$ 54,288	$ 83,070	$ 110,358	$ 136,746	$ 136,746
3700 - Interest on Loans	$ 325,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 355,000**	**$ 1,973,631**	**$ 2,912,401**	**$ 3,897,388**	**$ 5,075,790**	**$ 5,122,608**
Expenses						
5000 Functions - Academic Programs						
100s - Salaries	$ -	$ 795,478	$ 1,184,051	$ 1,572,078	$ 1,992,342	$ 2,046,425
200s - Employee Costs	$ -	$ 157,097	$ 233,001	$ 305,900	$ 383,608	$ 393,019
300s - Services and Contracts	$ -	$ 9,360	$ 16,544	$ 21,484	$ 26,520	$ 26,785
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ 66,590	$ 12,453	$ 66,802	$ 77,457	$ 139,058	$ 101,431
600s - Capitalized Expenses	$ 63,500	$ 13,286	$ 56,401	$ 65,817	$ 77,825	$ 78,097
700s - Other Miscellaneous Costs	$ -	$ 13,494	$ 20,096	$ 26,692	$ 33,834	$ 34,760
Total 5000's Academic Programs	**$ 130,090**	**$ 1,001,167**	**$ 1,576,894**	**$ 2,069,429**	**$ 2,653,187**	**$ 2,680,518**
6000 Functions - Support and Student Services						
100s - Salaries	$ -	$ 350	$ 357	$ 41,980	$ 42,820	$ 86,973
200s - Employee Costs	$ -	$ -	$ -	$ 8,052	$ 8,143	$ 16,471
300s - Services and Contracts	$ 10,000	$ 7,700	$ 15,514	$ 16,328	$ 17,143	$ 17,958
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ 1,819	$ 2,507	$ 3,207	$ 3,924	$ 3,999
600s - Capitalized Expenses	$ -	$ -	$ -	$ -	$ -	$ -
700s - Other Miscellaneous Costs	$ -	$ -	$ -	$ 707	$ 722	$ 1,472
Total 6000's Support and Student Services	**$ 10,000**	**$ 9,869**	**$ 18,378**	**$ 70,275**	**$ 72,751**	**$ 126,873**
7000 - Administrative Services (excluding 7900 Facilities)						
100s - Salaries	$ 50,000	$ 188,860	$ 192,637	$ 223,114	$ 251,103	$ 259,827
200s - Employee Costs	$ 7,316	$ 33,000	$ 33,411	$ 39,401	$ 44,125	$ 45,901
300s - Services and Contracts	$ 43,150	$ 75,392	$ 135,287	$ 195,893	$ 275,592	$ 279,051
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ 78,530	$ 117,411	$ 155,439	$ 196,079	$ 193,405
600s - Capitalized Expenses	$ 9,500	$ 1,172	$ 4,275	$ 5,388	$ 5,510	$ 5,574
700s - Other Miscellaneous Costs	$ 10,600	$ 95,346	$ 95,399	$ 202,855	$ 205,602	$ 207,063
Total 7000's Administrative Services	**$ 120,566**	**$ 472,300**	**$ 578,421**	**$ 822,089**	**$ 978,011**	**$ 990,822**
7900 - Facilities Operations						
100s - Salaries	$ -	$ 30,480	$ 38,842	$ 39,618	$ 48,476	$ 49,446
200s - Employee Costs	$ -	$ 10,344	$ 14,768	$ 14,861	$ 19,348	$ 19,454
300s - Services and Contracts	$ -	$ 243,239	$ 394,061	$ 570,583	$ 771,611	$ 772,592
400s - Power Services	$ -	$ 44,044	$ 44,925	$ 45,823	$ 46,740	$ 47,675
500s - Supplies and Materials	$ -	$ 5,860	$ 9,570	$ 13,007	$ 16,571	$ 17,068
600s - Capitalized Expenses	$ -	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306
700s - Other Miscellaneous Costs	$ -	$ 518	$ 660	$ 674	$ 824	$ 841
Total 7900 Facilities Operations	**$ -**	**$ 334,484**	**$ 507,827**	**$ 689,667**	**$ 908,772**	**$ 912,381**
9000 - Community Services						
100s - Salaries	$ -	$ -	$ -	$ -	$ -	$ -
200s - Employee Costs	$ -	$ -	$ -	$ -	$ -	$ -
300s - Services and Contracts	$ -	$ -	$ -	$ -	$ -	$ -
400s - Power Services	$ -	$ -	$ -	$ -	$ -	$ -
500s - Supplies and Materials	$ -	$ -	$ -	$ -	$ -	$ -
600s - Capitalized Expenses	$ -	$ -	$ -	$ -	$ -	$ -
700s - Other Miscellaneous Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total 9000 Community Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Reserve Fund	$ -	$ 57,109	$ 84,146	$ 112,656	$ 142,156	$ 144,285
Total Expenses	**$ 260,656**	**$ 1,874,929**	**$ 2,765,665**	**$ 3,764,115**	**$ 4,754,877**	**$ 4,854,878**
Net Revenue	**$ 94,344**	**$ 98,702**	**$ 146,736**	**$ 133,273**	**$ 320,913**	**$ 267,730**

PLANNING YEAR CASH FLOW ESTIMATES

Func	Obj	Description	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
FEFP Calculations																	
	3310	FEFP - Base Funding	$ 1,275,254	1	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 106,271	$ 1,275,254
	3310	FEFP - ESE Gurantee	$ 40,797	1	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 3,400	$ 40,797
	3310	FEFP - Supplemental Academic Instruction	$ 81,785	1	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 6,815	$ 81,785
	3310	FEFP - Class Size Reductions	$ 345,102	1	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 28,759	$ 345,102
	3310	FEFP - Other FEFP (WFTE Share)	$ 8,350	1	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 696	$ 8,350
	3310	FEFP - Discretionary Local Effort	$ 56,181	1	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 4,682	$ 56,181
	3310	FEFP - Discretionary Millage Compression	$ 61,340	1	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 5,112	$ 61,340
	3310	FEFP - Proration to Funds Available	$ (465)	1	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (39)	$ (465)
	3310	FEFP - Discretionary Lottery	$ 2,811	1	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 234	$ 2,811
	3310	FEFP - Instructional Materials Allocation	$ 22,443	1	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 1,870	$ 22,443
	3310	FEFP - Digital Classroom Allocation	$ 4,474	1	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 373	$ 4,474
	3492	Transportation (ESE Student Riders)	$ 5,576	3	$ -	$ -	$ 558	$ 558	$ 558	$ 558	$ 558	$ 558	$ 558	$ 558	$ 558	$ 558	$ 5,576
Other Income																	
	3261	School Lunch Reimbursements	$ 54,288	4	$ -	$ -	$ -	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 6,032	$ 54,288
	3451	School Lunch Collections	$ 15,696	3	$ -	$ -	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 1,570	$ 15,696
		Total Income	**$ 1,973,631**	T	**$ 158,173**	**$ 158,173**	**$ 160,300**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 1,973,631**
		Expense Estimates															
Function 5100 - Basic Instruction																	
5100	120	Classroom Teacher Salaries	$ 646,336	3	$ -	$ -	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 64,634	$ 646,336
5100	130	Other Certified Staff Member	$ 72,713	3	$ -	$ -	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 7,271	$ 72,713
5100	140	Substitute Teachers	$ 9,612	3	$ -	$ -	$ 961	$ 961	$ 961	$ 961	$ 961	$ 961	$ 961	$ 961	$ 961	$ 961	$ 9,612
5100	160	Other Support Personnel	$ 13,600	3	$ -	$ -	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 13,600
5100	210	Retirement	$ 26,843	3	$ -	$ -	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 2,684	$ 26,843
5100	220	FICA	$ 56,048	3	$ -	$ -	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 5,605	$ 56,048
5100	240	Worker's Compensation	$ 9,158	3	$ -	$ -	$ 916	$ 916	$ 916	$ 916	$ 916	$ 916	$ 916	$ 916	$ 916	$ 916	$ 9,158
5100	250	Unemployment Compensation	$ 4,752	3	$ -	$ -	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 475	$ 4,752
5100	290	Other Employee Benefits	$ 49,850	3	$ -	$ -	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 4,985	$ 49,850
5100	510	Supplies	$ 8,790	5	$ 3,296	$ 3,296	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 220	$ 8,790
5100	520	Textbooks	$ 2,198	7	$ 1,099	$ 1,099	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,198
5100	641	Furniture, Fixtures-Capitalized	$ 11,286	7	$ 5,643	$ 5,643	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,286
5100	690	Computer Software	$ 2,000	5	$ 750	$ 750	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 2,000
5100	730	Dues and Fees	$ 147	3	$ -	$ -	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 147
5100	750	Other Personnel Services	$ 12,455	3	$ -	$ -	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 1,246	$ 12,455
		5100 Sub Total	**$ 925,787**	T	**$ 10,788**	**$ 10,788**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 90,421**	**$ 925,787**
Function 5200 - Exceptional Education																	
5200	130	Other Certified Staff Member	$ 52,515	3	$ -	$ -	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 5,251	$ 52,515
5200	140	Substitute Teachers	$ 702	3	$ -	$ -	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 702
5200	210	Retirement	$ 1,869	3	$ -	$ -	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 187	$ 1,869
5200	220	FICA	$ 4,017	3	$ -	$ -	$ 402	$ 402	$ 402	$ 402	$ 402	$ 402	$ 402	$ 402	$ 402	$ 402	$ 4,017
5200	240	Worker's Compensation	$ 656	3	$ -	$ -	$ 66	$ 66	$ 66	$ 66	$ 66	$ 66	$ 66	$ 66	$ 66	$ 66	$ 656
5200	250	Unemployment Compensation	$ 432	3	$ -	$ -	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 432
5200	290	Other Employee Benefits	$ 3,471	3	$ -	$ -	$ 347	$ 347	$ 347	$ 347	$ 347	$ 347	$ 347	$ 347	$ 347	$ 347	$ 3,471
5200	310	Professional and Technical Services	$ 9,360	1	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 780	$ 9,360
5200	510	Supplies	$ 1,465	5	$ 549	$ 549	$ 37	$ 37	$ 37	$ 37	$ 37	$ 37	$ 37	$ 37	$ 37	$ 37	$ 1,465
5200	750	Other Personnel Services	$ 893	3	$ -	$ -	$ 89	$ 89	$ 89	$ 89	$ 89	$ 89	$ 89	$ 89	$ 89	$ 89	$ 893
		5200 Sub Total	**$ 75,381**	T	**$ 1,329**	**$ 1,329**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 7,272**	**$ 75,381**
Function 6200 - Instructional Media Services																	
6200	510	Supplies	$ 1,319	5	$ 494	$ 494	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 33	$ 1,319
		6200 Sub Total	**$ 1,319**	T	**$ 494**	**$ 494**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 33**	**$ 1,319**
Function 6400 - Instructional Staff Training																	
6400	140	Substitute Teachers	$ 350	3	$ -	$ -	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 350
6400	310	Professional and Technical Services	$ 7,000	1	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 583	$ 7,000
6400	330	Travel	$ 700	3	$ -	$ -	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 700
6400	510	Supplies	$ 500	5	$ 188	$ 188	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 500
		6400 Sub Total	**$ 8,550**	T	**$ 771**	**$ 771**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 701**	**$ 8,550**
Function 7100 - Board																	
7100	310	Professional and Technical Services	$ 3,500	1	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 292	$ 3,500
7100	320	Insurance and Bond Premiums	$ 8,790	7	$ 4,395	$ 4,395	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,790
7100	330	Travel	$ 150	3	$ -	$ -	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 150
7100	510	Supplies	$ 100	5	$ 38	$ 38	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 3	$ 100
		7100 Sub Total	**$ 12,540**	T	**$ 4,724**	**$ 4,724**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 309**	**$ 12,540**
Function 7200 - General / District Administration																	
7200	730	Dues and Fees	$ 81,214	1	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 6,768	$ 81,214
		7200 Sub Total	**$ 81,214**	T	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 6,768**	**$ 81,214**

PROJECTIONS

Function 7300 - School Administration																								
7300	110	Administrator Salaries	$ 137,500	1	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 11,458	$ 137,500
7300	160	Other Support Personnel	$ 51,360	1	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 51,360
7300	210	Retirement	$ 5,365	1	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 447	$ 5,365
7300	220	FICA	$ 14,448	1	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 1,204	$ 14,448
7300	240	Worker's Compensation	$ 2,361	1	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 197	$ 2,361
7300	250	Unemployment Compensation	$ 864	1	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 72	$ 864
7300	290	Other Employee Benefits	$ 9,963	1	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 830	$ 9,963
7300	310	Professional and Technical Services	$ 40,352	1	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 3,363	$ 40,352
7300	360	Rentals	$ 6,446	3	$ -	$ -	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 645	$ 6,446
7300	370	Communications	$ 2,124	1	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 2,124
7300	390	Other Purchased Services	$ 2,930	1	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 244	$ 2,930
7300	510	Supplies	$ 6,446	5	$ 2,417	$ 2,417	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 161	$ 6,446
7300	644	Computer Hardware (Non Capitalized)	$ 1,172	7	$ 586	$ 586	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,172
7300	730	Dues and Fees	$ 1,172	3	$ -	$ -	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 1,172
7300	750	Other Personnel Services	$ 3,211	3	$ -	$ -	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 3,211
		7300 Sub Total	**$ 285,712**	**T**	**$ 25,275**	**$ 25,275**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 23,516**	**$ 285,712**
Function 7500 - Fiscal Services																								
7500	310	Professional and Technical Services	$ 11,100	10	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 4,163	$ 4,163	$ 11,100
7500	720	Interest Payment / Debt Service	$ 9,750	1	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 9,750
		7500 Sub Total	**$ 20,850**	**T**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 1,090**	**$ 4,975**	**$ 4,975**	**$ 20,850**
Function 7600 - Food Services																								
7600	510	Supplies	$ 2,000	5	$ 750	$ 750	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 2,000
7600	570	Food	$ 69,984	3	$ -	$ -	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 69,984
		7600 Sub Total	**$ 71,984**	**T**	**$ 750**	**$ 750**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 7,048**	**$ 71,984**
Function 7900 - Operation of Plant																								
7900	160	Other Support Personnel	$ 30,480	1	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 30,480
7900	210	Retirement	$ 2,523	1	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 2,523
7900	220	FICA	$ 2,332	1	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 2,332
7900	240	Worker's Compensation	$ 381	1	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 381
7900	250	Unemployment Compensation	$ 421	1	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 421
7900	290	Other Employee Benefits	$ 4,686	1	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 4,686
7900	320	Insurance and Bond Premiums	$ 18,018	7	$ 9,009	$ 9,009	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,018
7900	350	Repairs and Maintenance	$ 2,500	1	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 2,500
7900	360	Rentals	$ 211,400	1	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 211,400
7900	370	Communications	$ 3,516	1	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 3,516
7900	380	Public Utilities	$ 1,905	1	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 1,905
7900	390	Other Purchased Services	$ 5,900	1	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 5,900
7900	430	Electricity	$ 44,044	1	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 44,044
7900	510	Supplies	$ 5,860	5	$ 2,198	$ 2,198	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 5,860
7900	750	Other Personnel Services	$ 518	1	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 518
		7900 Sub Total	**$ 334,484**	**T**	**$ 37,090**	**$ 37,090**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 26,030**	**$ 334,484**
	0	Reserve Fund	$ 57,109	3	$ -	$ -	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 57,109
		Total Expenses	**$ 1,874,929**		**$ 89,080**	**$ 89,080**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 168,900**	**$ 172,785**	**$ 172,785**	**$ 1,874,929**
		Total Income	**$ 1,973,631**		**$ 158,173**	**$ 158,173**	**$ 160,300**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 166,332**	**$ 1,973,631**
		Net Revenue	**$ 98,702**		**$ 69,092**	**$ 69,092**	**$ (8,600)**	**$ (2,568)**	**$ (2,568)**	**$ (2,568)**	**$ (2,568)**	**$ (2,568)**	**$ (2,568)**	**$ (2,568)**	**$ (6,453)**	**$ (6,453)**	**$ 98,702**
		Cash On Hand	**$ 193,046**		**$ 163,436**	**$ 232,528**	**$ 223,928**	**$ 221,360**	**$ 218,792**	**$ 216,224**	**$ 213,656**	**$ 211,088**	**$ 208,520**	**$ 205,952**	**$ 199,499**	**$ 193,046**	

l School
State Revenue Estimator Results
Historical Reference
Custom Income Assumptions
Title I Funds
Financing
Other Income Accounts

Virtual School

Virtual schools are funded on a different basis than traditional schools. The receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using $5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

Is your school a virtual school?	No
What is your anticipated pass rate? (Percent)	100%

You only receive full FTE on virtual students it they pass 100%. Otherwise you receive a prorated portion.

	Year 1	Year 2	Year 3	Year 4	Year 5
What per-student rate would you like to assume for virtual students?	$5,200.00	$5,226.00	$5,252.13	$5,278.39	$5,304.78

ol is not a virtual school. Thus, there are no funds from this source.

State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the Second Calculation of the FEFP 2014-15. The calculator has used the enrollment data entered on the 'Enrollment and Staff' worksheet. Here is a summary of your income based on the state revenue estimator:

	Estimator	
FEFP - Base Funding	$ 1,238,109	
FEFP - ESE Gurantee	$ 40,797	
FEFP - Supplemental Academic Instruction	$ 79,403	
FEFP - Class Size Reductions	$ 335,051	
FEFP - Other FEFP (WFTE Share)	$ 8,350	
FEFP - Discretionary Local Effort	$ 56,182	
FEFP - Discretionary Millage Compression	$ 61,338	
FEFP - Proration to Funds Available	$ (465)	
FEFP - Discretionary Lottery	$ 2,811	
FEFP - Instructional Materials Allocation	$ 22,442	
FEFP - Dual Enrollment Instr. Materials	$ -	
FEFP - Digitial Classroom Allocation	$ 4,473	
Transportation (All Riders)	$ -	If you have not answered questions about transportation yet, you may not see numbers here yet.
Transportation (ESE Student Riders)	$ 5,576	Transportation questions are on the 'Services' worksheet.
Total Income	**$ 1,854,067**	This is your total FEFP revenue, but DOES NOT include the district withholding administrative fees.

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ation Finance Program (FEFP) calculator for 2014/15 was used as the basis for the School's preliminary financial projections. The FEFP 2014/15 is the last FEFP calculator posted by the Florida Department of Education. The 2014/15 calculator results follow.

Revenue Estimate Worksheet for Clay Classical Academy Charter School

Based on the Second Calculation of the FEFP 2014-15

School District: Clay

1. 2014-15 FEFP State and Local Funding

Base Student Allocation $4,031.77 District Cost Differential 0.9932

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)		2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	100.00	1.126	112.6000	$	450,890
111 Basic K-3 with ESE Services	18.00	1.126	20.2680	$	81,160
102 Basic 4-8	145.00	1.000	145.0000	$	580,631
112 Basic 4-8 with ESE Services	21.00	1.000	21.0000	$	84,091
103 Basic 9-12	0.00	1.004	0.0000	$	-
113 Basic 9-12 with ESE Services	0.00	1.004	0.0000	$	-
254 ESE Level 4 *(Grade Level PK-3)*	0.00	3.548	0.0000	$	-
254 ESE Level 4 *(Grade Level 4-8)*	0.00	3.548	0.0000	$	-
254 ESE Level 4 *(Grade Level 9-12)*	0.00	3.548	0.0000	$	-
255 ESE Level 5 *(Grade Level PK-3)*	0.00	5.104	0.0000	$	-
255 ESE Level 5 *(Grade Level 4-8)*	0.00	5.104	0.0000	$	-
255 ESE Level 5 *(Grade Level 9-12)*	0.00	5.104	0.0000	$	-
130 ESOL *(Grade Level PK-3)*	4.00	1.147	4.5880	$	18,372
130 ESOL *(Grade Level 4-8)*	5.00	1.147	5.7350	$	22,965
130 ESOL *(Grade Level 9-12)*	0.00	1.147	0.0000	$	-
300 Career Education *(Grades 9-12)*		1.004	0.0000	$	-
Totals	293.00		309.1910	$	1,238,109

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student		
18.00	PK-3	251	$ 982	$	17,676
0.00	PK-3	252	$ 3,170	$	-
0.00	PK-3	253	$ 6,470	$	-
21.00	4-8	251	$ 1,101	$	23,121
0.00	4-8	252	$ 3,290	$	-
0.00	4-8	253	$ 6,589	$	-
0.00	9-12	251	$ 784	$	-
0.00	9-12	252	$ 2,972	$	-
0.00	9-12	253	$ 6,272	$	-
Total FTE with ESE Services 39.00			Total from ESE Guarantee	$	40,797

3. Supplemental Academic Instruction:

District SAI Allocation $ 9,437,502

divided by district FTE 34,817.65

(with eligible services)

Per Student $ 271 $ 79,403

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI $ 1,358,309

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors		
PK - 3	137.4560		0.9932	1325.01	=	180,892
4-8	171.7350		0.9932	903.80	=	154,159
9-12	0.0000		0.9932	905.98	=	0
Total *	309.1910			Total Class Size Reduction Funds		$ 335,051

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above: 309.1910 by district's WFTE: 37,789.82 to obtain school's WFTE share. 0.8182%

6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above: 293.00 by district's UFTE: 34,817.65 to obtain school's UFTE share. 0.8415%

Letters Refer to Notes At Bottom:

7. Other FEFP (WFTE share)	(a)	1,020,508	x	0.8182%	$ 8,350
Applicable to all Charter Schools:					
Declining Enrollment	433,685				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	586,823				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)	(c)	6,866,481	x	0.8182%	$ 56,182
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)	(b)	7,289,075	x	0.8415%	$ 61,338
10. Proration to Funds Available (WFTE share)	(a)	(56,803)	x	0.8182%	-$ 465
11. Discretionary Lottery (WFTE share)	(a)	343,620	x	0.8182%	$ 2,811
12. Instructional Materials Allocation (UFTE share)	(b)	2,666,934	x	0.8415%	$ 22,442
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		0.00	x	370	$ -
Enter ESE Student Riders		4.00	x	1,394	$ 5,576
14. Digitial Classrooms Allocation (UFTE share)	(e)	531,603	x	0.8415%	$ 4,473
15. Florida Teachers Classroom Supply Assistance Progran	(f)				
16. Food Service Allocation	(g)				
				Total	$ 1,854,067

Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEFP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections .

Clay's District Differential		State Base FEFP	State Total UFTE	Base Allocation Increase	Other Funds Increase	Clay's Base Allocation	Clay's Total UFTE	Elem School ESE Guarantee		Middle School ESE Guarantee		High School ESE Guarantee	
						0.9932	0.9932						
First Calculation	2014-15	$ 4,031.77	$ 6,937.23	7.448%	-4.001%	$ 4,004.35	$ 6,890.06	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Third Calculation	2013-14	$ 3,752.30	$ 6,778.86	4.726%	8.407%	$ 3,726.78	$ 6,732.76	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Final Calculation	2012-13	$ 3,582.98	$ 6,374.82	2.982%	1.968%	$ 3,558.62	$ 6,331.47	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Final Calculation	2011-12	$ 3,479.22	$ 6,217.18	-3.989%	-16.363%	$ 3,455.56	$ 6,174.90	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Final Calculation	2010-11	$ 3,623.76	$ 6,897.38	-0.189%	1.780%	$ 3,599.12	$ 6,850.48	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Final Calculation	2009-10	$ 3,630.62	$ 6,846.98	-6.575%	8.635%	$ 3,605.93	$ 6,800.42	$ 1,008	2%	$ 1,130	2%	$ 804	2%
Final Calculation	2008-09	$ 3,886.14	$ 6,846.84	-4.745%	-3.341%	$ 3,859.71	$ 6,800.28	$ 988	-2%	$ 1,107	-2%	$ 789	-2%
Final Calculation	2007-08	$ 4,079.74	$ 7,142.79	2.465%	6.877%	$ 4,052.00	$ 7,094.22	$ 1,008	0%	$ 1,130	0%	$ 804	0%
Final Calculation	2006-07	$ 3,981.61	$ 6,847.56	-1.244%	-1.360%	$ 3,954.54	$ 6,801.00	$ 1,008		$ 1,130		$ 804	
		$ 4,031.77	$ 6,937.23					$ 1,015.00		$ 1,138.00		$ 810.00	

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existance for more than three years, or those that are accrediated). The historical numbers for each of these are below as well. This information is for your information and comparison only.

	Program Cost Factors		
	Elem Program Factor	MS Program Factor	HS Program Factor
2014-15	1.126	1.000	1.004
2013-14	1.125	1.000	1.011
2012-13	1.117	1.000	1.020
2011-12	1.102	1.000	1.019
2010-11	1.089	1.000	1.031
2009-10	1.074	1.000	1.033
2008-09	1.066	1.000	1.052
2007-08	1.048	1.000	1.066
2006-07	1.035	1.000	1.088

	Capital Outlays Per Student Amounts					
	Elem. Capital Outlay	Elem Percent Change	MS Capital Outlay	MS Percent Change	High School Capital Outlay	HS Percent Change
2013-14	$ 411.98	42.062%	$ 472.56	52.439%	$ 625.68	39.040%
2012-13	$ 290.00	-14.060%	$ 310.00	-20.416%	$ 450.00	-12.913%
2011-12	$ 337.44	-14.597%	$ 389.52	-13.785%	$ 516.72	-13.536%
2010-11	$ 395.12	-19.574%	$ 451.81	-18.688%	$ 597.62	-18.415%
2009-10	$ 491.28	-9.491%	$ 555.65	-9.101%	$ 732.51	-8.980%
2008-09	$ 542.80	-13.006%	$ 611.28	-12.539%	$ 804.78	-12.391%
2007-08	$ 623.95	-8.316%	$ 698.91	-8.041%	$ 918.60	-7.955%
2006-07	$ 680.55	81.924%	$ 760.03	77.209%	$ 998.00	75.842%
	$ 374.08		$ 428.89		$ 567.55	

ducation (FLDOE) has posted charter school revenue calculators for years 2012/13, 2013/14 and 2014.15. A FLDOE calculator is not available for the current 2015/16 academic year. The charter revenue for a given school enrollment has increased 7.88% over the 2012/13 – 2014/15 time frame or 3.9% per year average. As shown above, the charter revenue can vary significantly overtime depending on the Florida economy. Hence, for the purpose of the School's financial projections, 3% increase is assumed for the first year, 2016/17. Thereafter, a conservative value of 1.5% annual increase is used for the following four years.

Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative, it is better the under budget and have more money than expected than to over estimate the annual increases and have less money then you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

	Base FEFP Increase	Other Funds Increase	ESE Guarantee Increase	Capital Outlay Inc/Decrease	Eligible For Capital Outlay	
Planning Year	0.000%	0.000%	0.000%	0.000%		The calculator assumes that the State Income Calculator numbers are the planning year numbers.
Year 1	3.000%	3.000%	0.000%	-15.000%	No	Percentage increase for Year one of the budget (Mouse over this cell for more information).
Year 2	1.500%	1.500%	0.000%	-15.000%	No	The percentage you enter will be a percentage above the Year 1 amount.
Year 3	1.500%	1.500%	0.000%	-15.000%	No	The percentage you enter will be a percentage above the Year 2 amount.
Year 4	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 3 amount.
Year 5	1.500%	1.500%	0.000%	-15.000%	Yes	The percentage you enter will be a percentage above the Year 4 amount.

	Program Cost Factors		
	Elem Program Factor	MS Program Factor	HS Program Factor
Planning Year	1.126	1.000	1.004
Year 1	1.126	1.000	1.004
Year 2	1.126	1.000	1.004
Year 3	1.126	1.000	1.004
Year 4	1.126	1.000	1.004
Year 5	1.126	1.000	1.004

The numbers listed here for years 1-5 are the average of the numbers used over the last three years. You may change them if you would like, however, in general we recommend you leave them as is.

not eligible for Title I funds. No funds from Title I were projected in the School's financial projections.

Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amitorize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only (for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the Interest Only line as 0.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Loan Amount (Dollars)	$ 325,000	$ -	$ -	$ -	$ -	$ -
Interest Rate (Percent)	3.000%	6.000%	0.000%	0.000%	0.000%	0.000%
Term/Length of Loan (Years)	6	3	3	3	3	3
Interest Only Length? (Years)	3	0	0	0	0	0

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Calculated Debt Service Amounts	$9,750.00	$9,750.00	$9,750.00	$114,897.37	$114,897.37	$114,897.37
Debt Service Amounts To Use	$9,750.00	$9,750.00	$9,750.00	$114,897.37	$114,897.37	$114,897.37

seeking a low interest loan commitment totaling $325,000. The Founding Board is currently meeting with donors seeking the $325,000 startup funding. At this time there is not a commitment. Thus, the loan commitment is used in the preliminary financial projections.

Other Income Amounts

Below are other income areas you can include in the budget, if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
CSP Planning Grant	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Financial Backer / Donation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Grant 1	$30,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Grant 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Grant 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Fundraising Efforts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Income 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Income 2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other Income 3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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he Founding Board is seeking donor commitments. Likewise, the School will seek grants from Federal, State and various non-profit funds that support charter schools. It is assumed that there will be a $30,000 donation to aid in the School startup phase.

Additional funds are available to public schools from the Federal Government if there are children from federal employees attending the school. The school plans to take advantage of this Federal funding program after the School opens. For the purpose of the preliminary financial projections, no funds were projected from this source.

ENROLLMENT & STAFFING

Enrollment Estimate
Special Populations
Staffing Assumption
Employer/payroll Costs
Financing

Supplemental Payments

Enrollment Estimates

Use Classes or Students	1 - Number of Classes

One of the primary decicions you need to make is how many students you will have. Below you can enter the number of classes or studnets you anticipate having each year. Select whether you are using number of classes or students before changing the information below.

	Students Per Class	Number of Classes Per Grade Level				
		Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	2	3	4	4	4
1st Grade	18	2	2	3	4	4
2nd Grade	18	2	2	3	4	4
3rd Grade	18	1	2	2	4	4
4th Grade	22	1	2	2	4	4
5th Grade	22	1	2	3	4	4
6th Grade	22	2	3	4	4	4
7th Grade	22	2	3	4	4	4
8th Grade	22	2	3	4	4	4
9th Grade	25	0		0	0	
10th Grade	25	0	0	0	0	0
11th Grade	25	0	0	0	0	0
12th Grade	25	0	0	0	0	0

Percentage of seats full	98.0%

In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

Total Classes	*15*	*22*	*29*	*36*	*36*
Max Enrollment	*302*	*448*	*590*	*728*	*728*
Assumed enrollment	*293*	*435*	*574*	*710*	*710*

Charter schools typically have an enrollment list that exceeds the School's seating capacity. The preliminary financial projections assume that the School is 98% enrollment capacity.

Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit http://www.fldoe.org/eias/eiaspubs/pubstudent.asp to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

	ESE Students	Gifted Students	ESOL Students	Free/Reduced Lunch
Kindergarten	10%	0%	3%	60%
1st Grade	15%	2%	3%	60%
2nd Grade	15%	2%	3%	60%
3rd Grade	13%	2%	3%	60%
4th Grade	10%	3%	3%	60%
5th Grade	8%	3%	3%	60%
6th Grade	7%	4%	3%	60%
7th Grade	6%	4%	3%	60%
8th Grade	6%	4%	3%	60%
9th Grade	5%	4%	3%	60%
10th Grade	5%	4%	3%	60%
11th Grade	5%	4%	3%	60%
12th Grade	5%	4%	3%	60%

In all of the preliminary financial projections the recommended percentages for Clay in the calculator were utilized. The calculator provides a projection on the number of students by category sush as ESE in the School. No additional funds are projected for any students that may have significant additional needs.

The preliminary financial projections utilize the recommended calculator assumptions such the time in the classroom for a teacher, the time a teacher has available for the classroom and ESE case load.

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

		Year 1	Year 2	Year 3	Year 4	Year 5
Kind thru 3rd	ESE	16	20	28	38	38
	Gifted	2	3	3	3	3
	ESOL	4	5	7	8	8
	FRL	73	94	125	168	168
4th & 5th	ESE	4	7	9	16	16
	Gifted	2	2	3	6	6
	ESOL	2	2	3	6	6
	FRL	26	52	64	104	104
6th thru 8th	ESE	9	12	16	16	16
	Gifted	6	9	9	9	9
	ESOL	3	6	9	9	9
	FRL	78	114	156	156	156
9th thru 12th	ESE	0	0	0	0	0
	Gifted	0	0	0	0	0
	ESOL	0	0	0	0	0
	FRL	0	0	0	0	0
School Total	ESE	29	39	53	70	70
	Gifted	10	14	15	18	18
	ESOL	9	13	19	23	23
	FRL	177	260	345	428	428

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

	Kind-3rd	4th - 8th	9th - 12th
How Many Level 4 Students?	0	0	0
How Many Level 5 Students?	0	0	0

Enter TOTAL number of students in each grade range. The calcualtor will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

	Kind-3rd	
ESE Focused School?	No	State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focued school, this may apply to you.

Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

	Art	Music	Wrld Lng	Phys Ed	Rdg Spec	Other 1	Other 2
Kind	30	30	30	150	90	0	0
1st	30	30	30	150	90	0	0
2nd	30	30	30	150	60	0	0
3rd	30	30	30	150	45	0	0
4th	30	30	30	150	45	0	0
5th	30	30	30	150	45	0	0

Teacher FTE	1875	How many minutes can a full-time teacher teach during the week?

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

	Middle School (6-8)	High School (9-12)	
Number of sections per day in the master schedule	7	7	(i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedueles etc.)
How many sections per day does a full time teacher teach	6	6	Include only instructional time (time with students, not planning time).
Number of non class size sections per day	0	0	Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements
Class Size in NON CORE courses	35	35	Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.
Recommended Number of Teachers for Year 1	*7*	*0*	

ESE Case Load	30	What is the maximum number of students one full-time ESE teacher can provide services to in your school?
Gifted Case Load	40	What is the maximum number of students one full-time Gifted teacher can provide services to in your school?
ESOL Case Load	50	If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to?

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

		Year 1		Year 2		Year 3		Year 4		Year 5	
Elementary (K-5) Calculations	Classroom Teachers	9.0	9	13.0	13	17.0	17	24.0	24	24.0	24
	Art Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Music Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Wrld Lang Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Phys Ed Teacher(s)	0.8	0.8	1.1	1.1	1.4	1.4	2.0	2	2.0	2
Middle School and High School (6-12) Calcualtions	Full Time Middle/High Teachers (w/ Benefits)	7.0	7	10.5	11	14.0	14	14.0	14	14.0	14
	Part Time Middle/High Teachers (NO Benefits)	0.0		0.0		0.0		0.0		0.0	
	Reading Specialst(s)	0.4	0.4	0.5	0.5	0.6	0.6	0.8	0.8	0.8	0.8
	ESE Teacher(s)	1.0	1	1.3	1.3	1.8	1.8	2.4	2.4	2.4	2.4
	Gifted Teacher(s)	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
	Title 1 Teachers	0.0		0.0		0.0		0.0		0.0	
	Other Academic 1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
	Other Academic 2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
	Other Academic 3	0.0		0.0		0.0		0.0		0.0	

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School assumptions such as average teacher salary, annual salary increases and pay teachers for unused paid time off are shown below.

Teacher Salary	$40,000	Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes $38,000 and another makes $45,000 the average would be $41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.
Annual Increases	2.000%	Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.

Other Salaried Positions

	Yr 1 FT Salary	FTE Plng Yr	FTE Year 1	FTE Year 2	FTE Year 3	FTE Year 4	FTE Year 5
Executive Director	$0	0.0	0.0	0.0	0.0	0.0	0.0
Principal	$100,000	0.5	1.0	1.0	1.0	1.0	1.0
Assistant Principal	$75,000	0.0	0.5	0.5	0.8	1.0	1.0
Guidance Counselor	$40,000		0.0	0.0	1.0	1.0	2.0
Curriculum Specialist	$40,000		0.0	0.0	0.0	0.0	0.0
Media Center Specialist	$40,000		0.0	0.0	0.0	0.0	0.0
IT Specialist	$40,000		0.0	0.0	0.0	0.0	0.0
Other Salaried 1	$40,000		0.0	0.0	0.0	0.0	0.0
Other Salaried 2	$40,000		0.0	0.0	0.0	0.0	0.0
Other Salaried 3	$40,000		0.0	0.0	0.0	0.0	0.0
Other Salaried 4	$40,000		0.0	0.0	0.0	0.0	0.0
Other Salaried 5	$40,000		0.0	0.0	0.0	0.0	0.0

Hourly Staff Positions

	Hrly Rate	Total Plan Year Hours	# Each Year 1	# Each Year 2	# Each Year 3	# Each Year 4	# Each Year 5
Business Manager	$15.00	0	1.0	1.0	1.0	1.0	1.0
Secretary	$12.00	0	0.0	0.0	0.0	0.0	0.0
Office Assistant	$9.00	0	0.0	0.0	0.5	0.8	1.0
Data Prep Clerk	$12.00	0	1.0	1.0	1.0	1.0	1.0
Educational Assistant	$8.50	0	1.0	2.0	2.5	3.0	4.0
Library Assistant	$8.50	0	0.0	0.0	0.0	0.0	0.0
Phys Ed Assistant	$8.50	0	0.0	0.0	0.0	0.0	0.0
Other Assistant	$7.50	0	0.0	0.0	0.0	0.0	0.0
School Nurse	$23.00	0	0.0	0.0	0.0	0.0	0.0
Maintenance 1	$11.00	0	1.0	1.0	1.0	1.0	1.0
Maintenance 2	$9.50	0	1.0	2.0	2.0	3.0	3.0

percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

Payroll Fees PERCENT	1.700%	If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the precentatge you are charged here.
Payroll Fees PER EMPLOYEE	$	If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.

ly positions are shown. Note the principal begins employment in the Planning Year. The assistant principal begins in Year 2.

Note that the School is its own emplyer and is a 501c3. Thus, the School is emempt from the Federal Unemployment tax. Also, in the preliminary financial projections, the school is not projecting any supplemental payments.

Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activites such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five $500 stipends for extra curriculars, you could put $2,500 (5 x 500) in a single line and mark it as an academic stipend.

Stipend Description	Pln Yr Totals	Year 1 Totals	Year 2 Totals	Year 3 Totals	Year 4 Totals	Year 5 Totals
Stipend 1 (Extra Curricular)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 2 (Special Needs)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 3 (Pupil Services)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 4 (Curriculum)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 5 (Professional Dev.)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 6 (Technology)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 7 (Administrative)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 8 (Lunch Services)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 9 (Facility)	$ -	$ -	$ -	$ -	$ -	$ -
Stipend 10 (Community Srvcs)	$ -	$ -	$ -	$ -	$ -	$ -

FACILITIY DECISIONS

Building Size Needs
Building Costs
Other Facilities Costs

Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

Estimated Sq. Ft. per student	55		Year 1	Year 2	Year 3	Year 4	Year 5
		Students:	302	448	590	728	728
		Building Size:	16,610	24,640	32,450	40,040	40,040

Requires a minimum of ~40,000 square feet. Different options are presently being pursued by the Founding Board to meet this space criteria. The cost of space is estimated at ~$800 - $1000 average per student.

Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

Facilities Calculation Method	3	Enter the number (1 - 4) to identify which method you are using to calculate facilitiy costs. (See below) 1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator

Projected costs to operate the School facility are shown. These costs cover expense item such as electricity, sewer and water, maintneance and building supplies.

Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

Enrollment Type	1	Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	enter total	302	448	590	728	728
Annual Per Student Cost	$ -	$ 700.00	$ 800.00	$ 900.00	$ 1,000.00	$ 1,000.00
Total Estimated Annual Cost	$ -	$ 211,400.00	$ 358,400.00	$ 531,000.00	$ 728,000.00	$ 728,000.00

Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Actual Building Square Footage		40,040	40,040	40,040	40,040	40,040
Enter the PER SQUARE FOOT amount to assume for electricity.	$0.00	$1.10	$1.12	$1.14	$1.17	$1.19
	$0.00	*$44,044.00*	*$44,924.88*	*$45,823.38*	*$46,739.85*	*$47,674.64*
Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.	$0.00	$6.50	$6.70	$6.90	$7.10	$7.32
	$0.00	*$1,748.50*	*$2,470.46*	*$3,551.36*	*$4,581.26*	*$5,194.22*
Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)	$0.00	$60.00	$61.20	$62.42	$63.67	$64.95
	$0.00	*$900.00*	*$1,224.00*	*$1,685.45*	*$2,101.19*	*$2,338.05*
Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.	$0.00	$2,500.00	$2,550.00	$2,601.00	$2,653.02	$2,706.08
	$0.00	*$2,500.00*	*$2,550.00*	*$2,601.00*	*$2,653.02*	*$2,706.08*
Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)	$0.00	$2,500.00	$2,575.00	$2,652.25	$2,731.82	$2,813.77
	$0.00	*$2,500.00*	*$2,575.00*	*$2,652.25*	*$2,731.82*	*$2,813.77*
Enter an anticipated PER YEAR amount on general repairs and maint. to the facility	$0.00	$2,500.00	$2,575.00	$2,652.25	$2,731.82	$2,813.77
	$0.00	*$2,500.00*	*$2,575.00*	*$2,652.25*	*$2,731.82*	*$2,813.77*
Enter an anticipated PER YEAR amount on remodeling and renovations.	$0.00	$0.00	$5,000.00	$5,100.00	$5,202.00	$5,306.04
	$0.00	*$0.00*	*$5,000.00*	*$5,100.00*	*$5,202.00*	*$5,306.04*
Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)	$0.00	$20.00	$22.00	$22.66	$23.34	$24.04
	$0.00	*$5,380.00*	*$8,118.00*	*$11,669.90*	*$15,054.17*	*$17,068.40*
Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff).	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

R

VICES EXPENSE

Professional Services
Professional Development for Staff
Corporate Insurance Policies
Board of Directors Expense
Transportation
School Lunch Calculator

Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Assumed Hourly Rate		$ 65.00	$ 65.65	$ 66.31	$ 66.97	$ 67.64
Assumed Hours PER WEEK.		4	6	8	10	11
	$0.00	*$9,360.00*	*$14,180.40*	*$19,097.28*	*$24,109.20*	*$26,785.44*

Corporate Insurance Policies

Ch
in
in

Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calcualted in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Per Student Fee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Percent of FEFP Income	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Percent of Total Revenue	0.000%	2.000%	3.000%	3.500%	4.000%	4.000%
Flat Annual Fee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	*$39,472.62*	*$87,372.02*	*$136,408.59*	*$203,031.58*	*$204,904.32*

Number of students on one bus	60	Enter the number of students you can transport on a single bus on a single trip. (See comment)

chool does not provide transportation services in general. The School will assist parents of ESE students who require special assistance in transportation.

School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

	Year 1	Year 2	Year 3	Year 4	Year 5
Percent FRL Students Ordering Lunch	75.0%	75.0%	75.0%	75.0%	75.0%
How much is charged for Reduced Lunch	$ 0.40	$ 0.40	$ 0.40	$ 0.40	$ 0.40
Percent Other Students Order Lunch	25.0%	25.0%	25.0%	25.0%	25.0%
Other Students Full Price Lunch Rate	$ 2.40	$ 2.50	$ 2.50	$ 2.50	$ 2.50
How much does each lunch cost?	$ 2.40	$ 2.50	$ 2.50	$ 2.50	$ 2.50
Federal NSLP Reimbursement Rate	$ 2.40	$ 2.50	$ 2.50	$ 2.50	$ 2.50
Lunch Program Supplies	$ 2,000.00	$ -	$ -	$ 3,000.00	$ -
	-$2,000.00	$0.00	$0.00	-$3,000.00	$0.00

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

Cafeteria Staff	Apply To All	Year 1	Year 2	Year 3	Year 4	Year 5
Hourly Rate for the Cafeteria Staff		$ 9.00	$ 9.18	$ 9.36	$ 9.55	$ 9.74
Number of Cafeteria Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Staff	2					
Additional days over 180 school days for Staff	2					
Benefits for Staff?	Yes					
Coordinator / Administrative Support Staff (paperwork, etc.)						
Hourly Rate for the Cafeteria Coor		$ 10.50	$ 10.71	$ 10.92	$ 11.14	$ 11.37
Number of Administrative/Coord. Staff		0	0	0	0	0
Hours PER DAY for the Cafeteria Coor	3.5					
Additional days over 180 school days for Coor	5					
Benefits for Coor?	No					
Total Staff Cost		*$0.00*	*$0.00*	*$0.00*	*$0.00*	*$0.00*

School Lunch Totals						
School Lunch Income		$64,368.00	$91,800.00	$127,800.00	$159,750.00	$176,400.00
School Lunch Expenses		$66,368.00	$91,800.00	$127,800.00	$162,750.00	$176,400.00

contract the school lunch program to an external service provider. The school calculator revenue and expense are shown here for information purposes. Note that the revenue and expense are essentially the same resulting in almost no impact on the school financial projections.

OTHER EXPENSES

Textbooks/Curriculum Materials/Assessments
Technology/Equipment
Furniture and Classrooms/Office Expense
Other General Expenses
Reserve Fund/Undesignated Expenses

Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around $50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (http://www.fsbd.com/). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Total Possible Students		302	448	590	728	728
Average Cost Per Textbook	$ 70.00	$ 70.00	$ 70.70	$ 71.41	$ 72.12	$ 72.84
Books For New Students / Additional Enrollment						
New Student Seats (by Grade Level)		302	146	142	138	0
Total Students To Buy Books For	278	0	146	142	138	0
Books To Buy Per Student	3	0	4	4	4	4
	$58,380.00	*$0.00*	*$41,288.80*	*$40,559.18*	*$39,810.83*	*$0.00*
Replacement Books						
Replacement Books To Purchase	0	0	0	36	48	59
	$0.00	*$0.00*	*$0.00*	*$2,570.65*	*$3,461.81*	*$4,297.69*

Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

	Plng Yr	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Supplies	$ 5,000.00	$ 30.00	$ 35.00	$ 35.00	$ 35.00	$ 35.00
	$5,000.00	*$8,790.00*	*$15,225.00*	*$20,090.00*	*$24,850.00*	*$24,850.00*
Academic Dues and Fees		$ 0.50	$ 0.51	$ 0.52	$ 0.53	$ 0.54
	$0.00	*$146.50*	*$221.85*	*$298.48*	*$376.30*	*$383.40*
Library Books, Supplies and Equipment	$ -	$ 4.50	$ 4.59	$ 4.68	$ 4.78	$ 4.87
	$0.00	*$1,318.50*	*$1,996.65*	*$2,686.32*	*$3,393.80*	*$3,457.70*
ESE Supplies and Materials	$ 3,000.00	$ 5.00	$ 16.00	$ 17.00	$ 18.00	$ 19.00
	$3,000.00	*$1,465.00*	*$6,960.00*	*$9,758.00*	*$12,780.00*	*$13,490.00*
Professional Administrative Services		$ 3.00	$ 3.06	$ 3.12	$ 3.18	$ 3.25
	$0.00	*$879.00*	*$1,331.10*	*$1,790.88*	*$2,257.80*	*$2,307.50*
Non Professional Admin. Services	$ 35,000.00	$ 10.00	$ 10.20	$ 10.40	$ 10.61	$ 10.82
	$35,000.00	*$2,930.00*	*$4,437.00*	*$5,969.60*	*$7,533.10*	*$7,682.20*
Office Supplies and Minor Equipment		$ 22.00	$ 22.44	$ 22.89	$ 23.35	$ 23.81
	$0.00	*$6,446.00*	*$9,761.40*	*$13,138.86*	*$16,578.50*	*$16,905.10*
Administrative Dues and Fees		$ 4.00	$ 4.08	$ 4.16	$ 4.24	$ 4.33
	$0.00	*$1,172.00*	*$1,774.80*	*$2,387.84*	*$3,010.40*	*$3,074.30*
Communications Utils (i.e. Phones, Internet)		$ 12.00	$ 12.24	$ 12.48	$ 12.73	$ 12.99
	$0.00	*$3,516.00*	*$5,324.40*	*$7,163.52*	*$9,038.30*	*$9,222.90*
Communications (i.e. postage)	$ 5,000.00	$ 7.25	$ 7.40	$ 7.54	$ 7.69	$ 7.85
	$5,000.00	*$2,124.25*	*$3,219.00*	*$4,327.96*	*$5,459.90*	*$5,573.50*
Administrative Equipment		$ 4.00	$ 4.08	$ 4.16	$ 4.24	$ 4.33
	$0.00	*$1,172.00*	*$1,774.80*	*$2,387.84*	*$3,010.40*	*$3,074.30*

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Cornerstone
Classical Charters

APPENDIX 6: CURRICULUM ALIGNED WITH FLORIDA STANDARDS

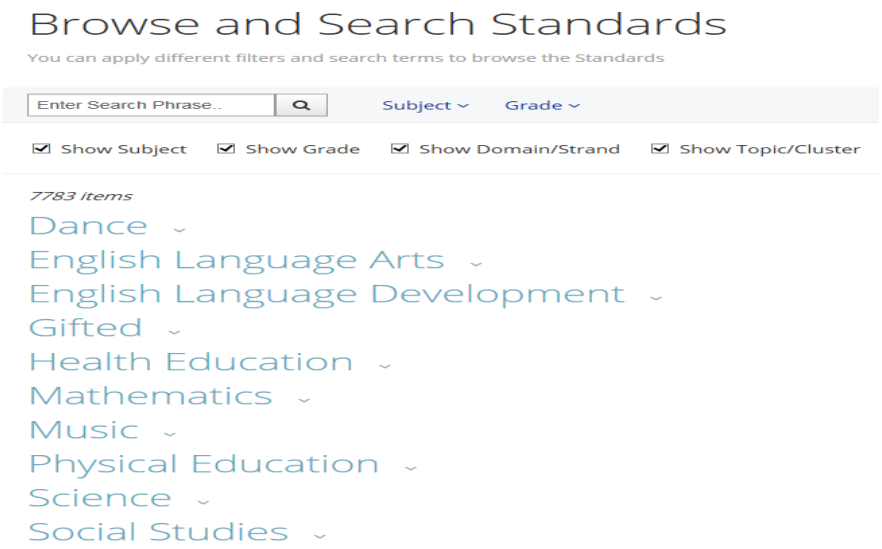
Curriculum Plan Aligned With Florida Standards

English Language Arts, Mathematics, Science, Social Studies

http://www.flstandards.org/about/a_look_inside_the_new_florida_standards.aspx

Forward

The School curriculum is aligned with the Florida Standards English Language Arts, Mathematics, Science and Social Studies.



It is helpful to understand the structure of the FL Standards. Each FL Standard has the following hierarchical structure...

FL Standard – Select a **subject** area of interest.

Grade Level – Select **grade** level of interest.

Domain/Strand – Select a **curriculum area** of concentration.

Topic/Cluster/Standard – Select **topic** within concentration area.

Standards – Select the specific **standard** of interest within the Topic/Cluster/Standard.

Note that depending on release date of a particular standard subject area, the descriptive terms such as domain/standard or topic/cluster/standard will vary between the various standards. It is important to keep this in mind when studying the various standards.

SUBJECT: Social Studies

Social Studies

GRADE: 1

Social Studies

Grade: K

Grade: 1

DOMAIN/STRAND:

Grade: 1

- Strand **SS.1.A:** American History
- Strand **SS.1.C:** Civics and Government
- Strand **SS.1.E:** Economics
- Strand **SS.1.G:** Geography

TOPIC/CLUSTER/STANDARD:

Grade: 1

Strand **SS.1.A:** American History

Standard 1 **SS.1.A.1:** Historical Inquiry and Analysis read more
Date Adopted or Last Revised: 02/14

Standard 2 **SS.1.A.2:** Historical Knowledge read more
Date Adopted or Last Revised: 02/14

Standard 3 **SS.1.A.3:** Chronological Thinking read more
Date Adopted or Last Revised: 02/14

STANDARDS:

Grade: 1

Strand **SS.1.A:** American History

Standard 1 **SS.1.A.1:** Historical Inquiry and Analysis read more
Date Adopted or Last Revised: 02/14

SS.1.A.1.1
Develop an understanding of a primary source.

SS.1.A.1.2
Understand how to use the media center/other sources to find answers to questions about a historical topic.

Curriculum Alignment

The following sections demonstrate the alignment of the School's curriculum with the four required FL Standards, English Language Arts, Mathematics, Science and Social Studies. For each FL Standard there are School specific vendor curriculum providers such as Core Knowledge History & Geography and TCI History Alive for Social Studies. Samples of the vendor curriculum content are shown which demonstrate when and where each specific standard appears during the course of the academic year by grade level.

ENGLISH

chool's Curriculum Providers Are in Alignment with FL Standards

English Language Arts

The School's English Language Arts curriculum sequence consists of Spalding phonics based Reading, Spelling and Vocabulary, along with Harvey's Grammar and Classical Writing, supplemented with Touchtone Great Books, Leveled Readers and Core Knowledge Writing. Grades K-5 focus is on the fundamentals and Grades 6-8 focus is on Literature composition.

Spalding's The Writing Road to Reading

http://www.spalding.org/index.php?tname=program&p=commoncore

Arizona State University (ASU) conducted a research study on the effectiveness of Spalding's *The Writing Road to Reading* in learning gains in reading skills in K-3 during 2006 - 2010. This was a four year study involving five experimental schools and six control schools with an average of 1,000 students and 47 teachers each year.

The results of the ASU research study concluded that students who used *The Writing Road to Reading* program "demonstrated higher and statistically significant learning". *The Writing Road to Reading* is an effective method for enhancing performance on critical early literacy skills. For example, the following table shows the results for Spalding (experimental) versus the control schools for the K year. Note that Spalding was statistically significant on 10/12 measures taken that year. The measures included *Initial Sound Fluency, Letter Name Fluency, Word Use Fluency, Phoneme Segmentation Fluency* and *Nonsense Word Fluency*. Similar results were found for K-3 grade levels.

*Table 6: Descriptive statistics, all students**

			Experimental		Control	
		Measure+	Mean	SD	Mean	SD
Year 1, Kindergarten	Fall, 2006	ISF	10.80**	10.35	7.32	8.052
		LNF	15.81**	16.17	10.79	13.92
		WUF	12.01**	15.59	3.23	7.51
	Winter, 2007	ISF	18.99	12.61	17.37	13.847
		LNF	32.75**	19.02	28.44	19.89
		PSF	27.77**	17.96	20.21	16.85
		NWF	26.61**	18.26	20.28	22.03
		WUF	22.89**	18.11	9.51	13.32
	Spring, 2007	LNF	47.97**	18.117	44.39	20.812
		PSF	47.68**	16.51	39.62	19.52
		NWF	46.17**	25.77	35.36	25.25
		WUF	39.91	18.12	26.92	17.69

* p=<.05, ** p =<.01

+ Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Word Use Fluency (WUF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF), Retell Fluency (RF).

"Final Summary Report: Evaluation Study of *The Writing Road to Reading*", G. Bitter and M. White, ASU.

Spaulding International Education provides content that is compliant with the Florida Standards. The following shows Spaulding's compliance with Florida Standards (Common Core) and **samples** of the Spaulding "The Writing Road to Reading" content as it relates to the Florida Standards for K-6.

Spalding Education INTERNATIONAL

home | program | about | research | professional development | parents | store | support | newsroom

Common Core | ELL/ESL | Learning Disabilties | Dyslexia

Did you know?
Spalding Education International collaborated with Arizona State University during a four-year longitudinal study of the effectiveness of *The Writing Road to Reading* program. ASU Researchers summarized the study as follows:
"According to the year four results, students who used *The Writing Road to Reading* demonstrate higher and statistically significant learning as measured by DIBELS. Since both the control groups and the experimental groups used detailed teacher guides evaluated by Arizona Department of Education for research-based reading components, theoretically, they should have produced similar results. This was not the case. The four-year findings strongly suggest that use of *The Writing Road to Reading* program is an effective method for enhancing performance on critical early literacy skills."

Why Spalding Works:
Read an in-depth interview by Linda Schrock Taylor with Dr. Mary North, former Director of Research and Curriculum.

Watch the "Reading and Loving it" 12 minute demonstration video to learn more about *The Spalding Method*. Filmed in an actual classroom. View Spalding in action.

Did you know?
Spalding teaches handwriting because children who form their letters correctly are more likely to recognize them when reading text.

Common Core Standards

The purpose for language arts standards is to ensure that all students develop the language skills they need to lead productive and fulfilling lives. Standards define the knowledge, concepts and skills that students should be taught at every grade level. Ideally, these standards should be challenging so that students are encouraged to attain a high level of achievement.

The Writing Road to Reading is a total language arts program that includes instruction in spelling, writing, and reading. It integrates content, principles, and procedures that empower teachers and parents to be successful decision makers, equipping them with the ability to help all students learn to read and write.

Common Core Standards Correlations to Spalding Education Teacher Guides

First/Second Editions
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade

Third Editions
- Kindergarten
- First Grade
- Second Grade
- Third Grade

GRADE K

Kindergarten Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
	14, 15, 16, 17, 18, 20	1, 2 1, 2	32	2	
RL. K.4 Ask and answer questions about unknown words in a text.	Reading: 19, 20	1, 2	Reading: 13, 14, 15, 16 17, 18, 19 21, 22 23 24 25 26, 27, 28, 29 31 32	1 1, 2 2, 3 1, 2 1 2 1, 2 1 2	Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148
RL. K.5 Recognize common types of texts.	Reading: 2, 3, 4, 5 6	2, 4 2, 3	Reading: 21, 22 23 24 26, 27, 28, 29 31 32	2, 3 1, 2 1, 2 1 2	Teacher's Guide: Text Structure, Delivering 70-73 Narrative Elements, Delivering 64-65 The Writing Road to Reading: Text Structure 136-138 Narrative Elements 133-135

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Kindergarten Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
RL. K.1 With prompting and support, ask and answer questions about key details in a text.	Reading: 1	2	Reading: 20 21 22 23, 24 25 26, 27, 28, 29 31 32	1 1, 2, 3 2, 3 1, 2 1 1, 2 1 2	Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77
RL. K.2 With prompting and support, retell familiar stories, including key details.			Reading: 22 26, 27, 28, 29 31 32	1 1, 2 1 2	Teacher's Guide: Mental Actions, Delivering 74-77
RL. K.3 With prompting and support, identify characters, settings, and major events in a story.	Reading: 1 2 3, 4, 5 6 7, 8, 9, 10, 11 12, 13	2 2, 3, 4 2, 4 1 1, 2 1, 2, 3	Reading: 20 21, 22 23, 24 25 26, 27, 28, 29 31	1 1, 2, 3 1, 2 1 1, 2 1	Teacher's Guide: Narrative Text Structure, Delivering 62-65, 70-73

Kindergarten Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
RL. K.1 With prompting and support, ask and answer questions about key details in a text.	Reading: 1	2	Reading: 20 21 22 23, 24 25	1 1, 2, 3 2, 3 1, 2 1	Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77

First Grade Reading : Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
RL. 1.1 Ask and answer questions about key details.			Reading: 20, 21 22 23, 24, 25, 26, 27 29, 30, 32	 1, 2 2 1, 2 1	Teacher's Guide: Text Structure, Delivering 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148
RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.			Reading: 29, 30, 32	 1, 2	Teacher's Guide: Text Structure, Delivering 78 Mental Actions, Delivering 80-83 The Writing Road to Reading: Mental Actions 22-23, 141-148
RL. 1.3 Describe characters, settings, and major events in a story, using key details.	Reading: 1 2, 3, 4, 5 7, 8, 9	 2 1, 2 1	Reading: 3, 5 6, 7 8 9 10 11, 12, 13 20, 21	 1, 2 1, 3 1, 4 2, 3 1, 2 1 1, 2	Teacher's Guide: Text Structure, Delivering 68, 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148

	16, 17, 18, 20	1, 2			
RL. K.4 Ask and answer questions about unknown words in a text.	Reading: 19, 20	1, 2	Reading: 13, 14, 15, 16	1	Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77

First Grade Reading : Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
			22 23, 24, 25, 26 29, 30, 32	2 1, 2 1	
RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Reading; 6 7 8, 9 10	 1, 2 2, 3 2 1, 2	Reading: 3 9 10 11, 12, 13 20, 21 22 23, 24, 25, 26 32	 1 4 3 2 1, 2 2 1, 2 1	Teacher's Guide: Literary Appreciation, Delivering 65-67 The Writing Road to Reading: Literary Appreciation 130-133
RL. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text type.	Reading: 10	3	Reading: 3 4 5, 6 7 8 9 16 20, 21, 23 24, 25, 26	3 1 2 2, 4 2, 3 1 3 1, 2	Teacher's Guide: Text Structure, Delivering 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148

GRADE 2

Second Grade Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***The Writing Road to Reading Sixth Edition***
			23 24, 25 26 28, 29, 30, 31, 32	 1 1, 2 1	The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148
RL. 2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Reading: 3, 4 5	 2 3	Reading: 2 6 7, 8, 9 10, 11 12, 13 14, 15 16, 17, 18, 19 20, 21, 22 23, 24, 25 26 28, 29, 30, 31, 32	 2, 3 3 2 1, 2 2 1, 2 1, 3, 4 3 1, 3 1, 2 1	Teacher's Guide: Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Literary Appreciation 130-133
RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes	Reading: 2, 3, 4, 5	1, 2	Reading: 2 3 4, 5, 6 7, 8, 9, 10	 1, 2 3 1, 2 1	Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81

GRADE 3

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Third Grade
Reading: Literature

Common Core Standards	Spalding Teacher's Guide Lesson Objectives				Comments
	Days	Objective(s)	Weeks	Objective(s)	*The Writing Road to Reading Sixth Edition
RL.3.1 Ask and answer questions to	Reading: 1, 2	1, 2	Reading: 3	1, 2, 4	Teacher's Guide: Text Structure, Delivering 74-77

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Fourth Grade
Reading: Literature

Common Core Standards	Spalding Teacher's Guide Lesson Objectives	Comments

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Fifth Grade
Reading: Literature

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Fifth Grade
Reading: Literature

Common Core Standards	Spalding Teacher's Guide Lesson Objectives				Comments
	Days	Objective(s)	Weeks	Objective(s)	*The Writing Road to Reading Sixth Edition
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.			7, 8 9 10, 11, 12 13 14 15 16 18 19 20 21 22, 23 24 25 26, 27, 28, 29, 30 31, 32	1, 3 1, 3, 4 1, 3 2 1, 3, 4 1, 3 2 3 1, 2 1, 3 1, 3, 4 1, 3 1, 2 1, 3 1, 3, 6 1, 3	Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133
RL. 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.			Reading: 5 6 7 8 9 10	 1, 2 1, 3 1, 3, 5 1, 3 1, 4 1, 3	Teacher's Guide: Mental Actions, Delivering 76, 78-81 Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133

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Sixth Grade Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***WRTR 6th Revised Edition**
RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: 1, 2 5	 1, 2 1	Reading: 2 3, 4 5 6 7 8 9 10, 11, 12 13, 14 15 16 20 21, 22 23, 24, 25, 26, 27 28, 29 30, 31, 32	 1, 3 1, 2, 3, 4 3, 4 1, 3, 4, 5 1, 3, 4 1, 3 3 1 3, 4, 5 1, 3, 4 3, 4 2, 3 1, 3, 4, 5 1, 3, 4 1 1, 3, 4	Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148
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.			Reading: 5 6 7, 8 9 10, 11, 12 13	 3 1, 3, 4 1, 3 3 1 3	Teacher's Guide: Mental Actions, Delivering 76, 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148

Spalding Education International

Sixth Grade Reading: Literature					
Common Core Standards	**Spalding Teacher's Guide Lesson Objectives**				**Comments**
	Days	**Objective(s)**	**Weeks**	**Objective(s)**	***WRTR 6th Revised Edition**
			14 15 16 20 21 22 23, 24, 25, 26, 27 28, 29 30, 31, 32	3, 4 1, 3 3 2 1, 3 1, 3, 4 1, 3 1 1, 3	
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.			Reading: 3 4 5 6 7 8 9 10, 11, 12 13 14 15 16 20 21 22	 2, 3, 5, 6 1, 2, 4 3 1, 4 1, 3, 4 1, 3, 4, 6 3, 4, 6 1 3, 4, 5 4, 5, 6 1, 3, 4, 5 3, 4, 5 2, 3 1, 3, 4, 5 1, 4, 5, 6	Teacher's Guide: Mental Actions, Delivering 76, 78-81 The Writing Road to Reading: Mental Actions 22-23, 142-148

Sixth Grade
April 2012
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The method of writing instruction taught by Harvey's Grammar Classical Writing echoes that of the classical world, and originates with Aristotle. It is comprised of Theory, Analysis and Imitation and Practice.

Great works of literature provide the best material for the student to learn and practice each of these components. Therefore, the models chosen are among the best of the Western tradition.

As the Classical Writing student progresses through the sequential exercises of follows a routine of Theory, Analysis and Imitation, and Practice at each level.

Theory

In each of the books, the student is first taught grammatical, logical, or rhetorical skills. Those skills are then practiced in analysis and imitation exercises. Finally the student applies those skills to his writing projects. Skills from earlier books are honed and added to in subsequent Classical Writing books.

Analysis and Imitation

Next, the student applies learned theory to the model in the analysis and imitation steps. Every sentence is studied word by word. Spelling, vocabulary, figures of speech, rhythm and arrangement of words is studied. Whole sentences and paragraphs are analyzed in logical progression of thought, literary content and the general style of the passage.

Once the student has completed analysis of a model, the next step is imitation. At the most basic level, imitation consists of copy work or dictation. As the student matures, imitation becomes more complex and involves following the content, organization, and/or style of literature. To imitate content, the student would borrow an author's subject matter, for example, by retelling the same fable, story or historical event in his own words. To imitate the organization or arrangement of a model, the student would study its outline and approach to the subject and then write a similar composition on a related topic.

Practice (Writing Projects)

Finally, the student must also learn how to create his own original and independent compositions. This requires practice. For a beginning student, much imitation is practice, and much practice is imitation -- the two meld into one another. But as the student gradually matures in his writing skills, his compositions become increasingly independent. Theory, analysis, and imitation arm the student with a battery of tools from which to choose. Practice trains him to use them. Guidelines and examples can be given, but personal experience in writing—lots of it—is the last and best teacher.

Typical Course of Study for Classical Writing			
Grade Level	***Basic Course***	***Content***	***Poetry/Fiction***
2nd grade	*Primer*	Copywork, Narration, Nature Study, Picture Study	*read aloud often!*
3rd & 4th grade	*Aesop*	Short Narratives	*read aloud often!*
5th & 6th grade	*Homer*	Longer Narratives	*Poetry for Beginners*
7th grade	*Diogenes: Maxim*	Expository Essays	*Intermediate Poetry*
8th grade	*Diogenes: Chreia*		
9th grade	*Herodotus*	Argumentative Essays	*Advanced Poetry* *Shakespeare*
10th grade	*Plutarch*	Descriptive Essays	
11th & 12th grade	*Demosthenes*	Research Papers	

Classical Writing Scope and Sequence for Primers							
Grade	*Book*	*Phonics Review*	*Spelling/ Vocabulary/ Grammar*	*Writing/Composition*	*Copywork Models*	*Art and Nature*	*Reading Comprehension*
2nd	***Primer— Autumn***	• silent final **e** • **-ay** and **-a** at the end of a word • **-or** after **w-** • phonograms reviewed: **ea**, **ou**, **oi**, **oo**, **ee** • compounds with 'full'	• days of the week and abbreviations • capitalization • past tense • plurals • suffixes • homonyms • rhyming	• copywork • oral narration using literature, nature study topics, and famous paintings	• poems • children's literature: *The Tale of Squirrel Nutkin*, *Stories of Pilgrims*, *Winnie-the-Pooh*, *Anne of Green Gables* • Bible • hymns	• Winslow Homer • Pierre–Auguste Renoir • telling direction • leaves and trees • mammals	• Aesop's fables • oral narration
	Primer— Winter	• Soft **c** and **g** • phonograms reviewed: **dge**, **ei**, **ie**, **ou**, **ow**, **oo**, **er**, **ur**, **ir**, **ear**	• months and abbreviations • writing dates • capitalization • abbreviations • contractions • homonyms • rhyming	• copywork • oral narration using literature, nature study topics, and famous paintings • writing friendly letters	• poems • children's literature: *The Lion, the Witch, and the Wardrobe*; *The Tale of Peter Rabbit; The House at Pooh Corner* • Bible • hymns	• Vincent Van Gogh • Jean-François Millet • the night sky • birds	• James Baldwin's *Fifty Famous Stories* (history stories) • oral narration
	Primer— Spring	• compound words • **-y** changing to **-i** • phonograms reviewed: **ck**, **er**	• writing titles of books, chapters, songs, and poems • writing sentences • possessives • contractions • homonyms, antonyms, synonyms • rhyming • number words	• copywork • oral narration using literature, nature study topics, and famous paintings	• poems • children's literature: *The Flopsy Bunnies, The House at Pooh Corner, Just So Stories, Charlotte's Web* • *Fabre's Book of Insects* • Bible • hymns	• Pieter Breugel the Elder • Mary Cassatt • flowers • clouds and the water cycle • insects	• *The Adventures of Danny Meadow-Mouse* by Thornton Burgess • oral narration

Classical Writing Scope and Sequence for Aesop							
Grade	*Workbook*	*Phonics*	*Spelling/Vocabulary*	*Writing/Composition*	*Grammar*	*Models/Literature*	*Reading Comprehension/ Literary Analysis*
3rd	***Aesop A***	• word analysis for phonics • oral narration	• alphabetical order • capital letters • word analysis for spelling • dictionary skills • related spelling words • end punctuation • how to write dates	• from oral narration to copywork • from copywork to studied dictation • from studied dictation to unstudied dictation • simple outlining • simple punctuation • retelling a short narrative • writing dialogue • simple quotes • amplifying with description • editing story content • editing for sentence mechanics	• three ways to tell a sentence • four functional types of sentences • introduction to grammar • beginning sentence diagramming • identify eight parts of speech in literature: noun, pronoun, verb, adjective, adverb, conjunction, preposition, interjection	• fables • folk tales • fairy tales • legends • bible stories	• learning to enjoy a good story • reading narrative with expression • introduction to a book • author and story background information • vocabulary • simple discussion of story line: main characters, problem to be solved. solution, point of story
4th	***Aesop B***						

Classical Writing Scope and Sequence for Homer Core Book						
Grade	*Workbook*	*Spelling/Vocabulary*	*Writing/Composition*	*Grammar*	*Models/Literature*	*Reading Comprehension/ Literary Analysis*
5th	***Homer A***	• dictionary skills for unfamiliar words • vocabulary analysis: alphabetize, study spelling, parse, dictionary work, related definitions • advanced vocabulary skills: usage notes, etymology, word lore, literary quotations • word copia from synonyms • thesaurus skills • Aristotle's ten categories	• copybook • dictation • summary sentences for paragraphs • precis • hierarchical outlining • scenes and acts • what is a paragraph? • types of paragraphs: descriptive, narrative, expository, persuasive • multi-scene stories • telling a story in media res • telling a story backwards • editing of a narrative with respect to: credibility, concision, and clarity • invention, arrangement, style	• parsing of nouns, verbs (linking verb, copula, and predicate), adjectives, verbals, pronouns, adjective elements, adverbial clauses, prepositions, infinitives, conjunctions, interjections. • diagramming sentences from literature: words, phrases, and clauses, objects and complements, simple and compound sentences, prepositional phrases, indirect objects, participles and gerunds, appositives and relative clauses, adverbial clauses • six sentence shuffle: paraphrase, synonym substitution, grammatical change, addition, subtraction, same diagram-new idea. • verb tense changes	• *Iliad* • *Odyssey* • Bible • historical fiction • historical narratives • fairy and folk tales • science accounts	• reading aloud fluently and with expression • author's emphasis and proportion in narratives • narrative scenes • Theon's six components of a scene: person, action, place, manner, time, and cause • essentials and accidentals • differences between fiction and non-fiction • legends and myths • historical fiction • poetic truth • credibility, clarity, and concision in narratives
6th	***Homer B***					

Classical Writing Scope and Sequence for Diogenes Maxim, 7th Grade					
Vocabulary	*Writing/Composition*	*Grammar*	*Models/Literature*	*Literary Analysis*	*Logic/Rhetoric*
• word analysis: spelling, part of speech, definition, etymology • usage • word lore • literary quotations using vocabulary words • synonyms • noun declensions	• commonplace book • paraphrases, summary sentence outline, precis • types of paragraphs: introductions, examples, encomia, cause, opposites, comparisons, testimonies, epilogue • macro and micro editing protocols • outline for ancient maxim essay • mapping the ancient outline onto the modern outline • thesis statement: content, arrangement, style • choosing material/arguments for body paragraphs • modern style requirements • five paragraph essay outline and composition	• continued parsing and diagramming • punctuation traditions • punctuation theory: end punctuation, comma and semicolon, minor punctuation marks • nouns: properties-gender, case; noun clauses; complete parsing & diagramming of nouns; imitation & copia for nouns • adjectives: classification of adjectives; comparing adjectives; adjective elements; parsing adjectives; imitation & copia for adjectives • pronouns: types of pronouns; pronoun properties: person; parsing of pronouns; pronoun imitation work • types of phrases and clauses • sentence analysis and imitation: simple, complex, compound • sentence combination	• Aesop's Fables • Benjamin Franklin's Autobiography • *Silence Dogood Letters* by Benjamin Franklin • Joseph Addison's *The Spectator* • *In Praise of Folly* by Erasmus of Rotterdam • *Merchant of Venice* by William Shakespeare (play) • *Julius Caesar* by William Shakespeare (play) • FDR's Pearl Harbor Speech • Abraham Lincoln's *Gettysburg Address*	• what is a maxim? • literal maxim and metaphorical maxims • essay reading & inspection • adages • in depth essay analysis: word-level, sentence-level, paragraph-level, global-level • important, supportive, and digressive paragraphs	• the three appeals: ethos, logos, pathos • appeal to ethos: speaker's presentation of self, speaker's view point, audience's viewpoint, knowledge, mood, attitude towards audience, attitude towards subject • paragraph theory: encomia, cause, opposite, comparison, example, and testimony paragraphs • ceremonial speeches • forensic speeches • deliberative speeches • the five canons of rhetoric: an introduction (invention, arrangement, style, memory, delivery)

Classical Writing Scope and Sequence for Diogenes Chreia, 8th grade					
Vocabulary	*Writing/Composition*	*Grammar*	*Models/Literature*	*Literary Analysis*	*Logic/Rhetoric*
• word analysis: spelling, part of speech, definition, etymology • usage • word lore • literary quotations using vocabulary words • synonyms • noun declensions	• commonplace book • paraphrases, summary sentence outline, precis • types of paragraphs: introductions, examples, epilogues, encomia, cause, opposites, comparisons, testimonies • macro and micro editing protocols • mapping the ancient chreia outline onto the modern outline • thesis statement; generating and polishing • expository essay outline and composition • arrangement of arguments • topic sentences • coherence in paragraph • introduction in depth • conclusion in depth • timed essay • modern style requirements • imitation, quotations, and plagiarism • citations	• linking verbs, copulae, predicates • verbs: voice (active, passive), mood (imperative, indicative, subjunctive, potential), 6 tenses, number, person (1., 2., 3.) • noun case and verb conjugation inflection work • adverb comparison • parsing of adverbs and conjunctions • simple, compound, and complex sentences • types of phrases: appositive, adjective, adverbial, prepositional, infinitive, participial • types of clauses: subject, predicate, relative, appositive, interrogative, adverbial • syntax: phrase and clause analysis, subordination, coordination • compound elements	• St. Basil's *Address to Young Men on the Right Use of Greek Literature* • *Antigone* by Sophocles (play) • Seneca's Letters • *Utopia or Escape* by Alexander Schmemann • *Agamemnon* by Aeschylus (play) • Winston Churchill speeches • *Fellowship of the Ring* by J. R. R. Tolkien • *Elements of Style* by William Strunk, Jr. • *Kidnapped* by Robert Louis Stevenson • *In Praise of Folly* by Erasmus of Rotterdam	• what is a chreia? • types of chreiai • differentiating maxims and chreiai • in depth essay analysis: word-level, sentence-level, paragraph-level, global-level • paragraph analysis: voice, mood, tense, person, sentence type, diction, style • literary analysis by summary	• special topics: judicial, ceremonial, deliberative • appeal to ethos in more depth • appeal to pathos in more depth • encomia, cause, opposite, comparison, example, and testimony paragraphs • analysis of encomia • Aristotle's four causes • ancient rhetorical arrangement • rhetorical situation: audience, setting, and occasion • similes • analogies • types of testimony • ancient rhetorical arrangement

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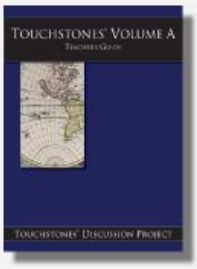
http://www.touchstones.org/

Elementary School Volumes

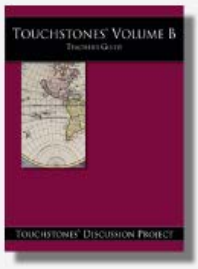
Touchpebbles Volume A

Touchpebbles Volume B

Middle School Volumes



Touchstones Volume A



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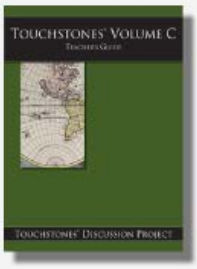
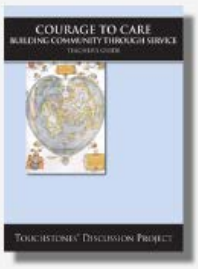


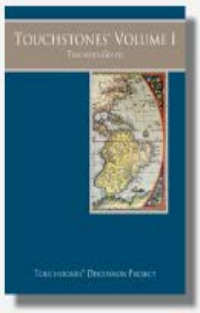
Touchstones Volume C

Where'd They Get That Idea?



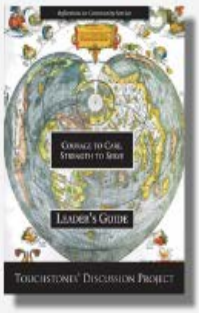
Courage to Care, Building Community through Service

High School Volumes

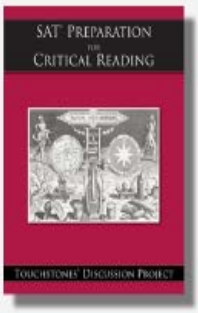


Touchstones Volume I

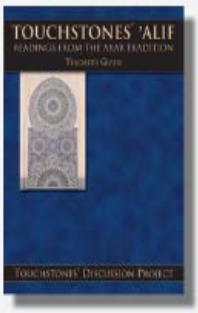
Touchstones Volume II



Courage to Care, Strength to Serve



SAT Preparation



Touchstones Alif

Readings in Social Studies

Investigating Mathematics

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ouchstones provides a detail accounting demonstrating how their content corresponds to the Florida Standards for each Volume. Each Volume accounting is 50 pages are more. Only the first page of each correspondence between the Florida Standards and Touchstones' content is shown for each Volume.

Touchpebbles Volume A

http://www.touchstones.org/images/standards/Touchstones_Touchpebbles%20A_Alignment_FL_ELA_final.pdf

Title: Touchpebbles Volume A		Alignment to Sunshine State ELA Standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-4.pdf
Lesson 1	A Different Kind of Class	LA.4.1.4.1 The student will recognize knowledge of spelling patterns
		LA.4.1.4.2 The student will use structural analysis
		LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text
		LA.4.1.5.1 The student will demonstrate the ability to read grade level text
		LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style
		LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.4.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.4.1.6.5 The student will relate new vocabulary to familiar words
		LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud)
		LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words
		LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words
		LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text
		LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing
		LA.4.1.7.4 The student will identify cause-and-effect relationships in text
		LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text
		LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections
		LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems)
		LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources
		LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media
		LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction
		LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme
		LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)
		LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects
		LA.4.2.1.8The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present

Touchstones Volume A

http://www.touchstones.org/images/standards/Touchstones_VolumeA_Align

Title: Touchstones Volume A		Touchstones Volume A Alignment to Sunshine State ELA Standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-6.pdf
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Care	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.1.1 The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes
		LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, characterdevelopment, rising/falling action, conflict/resolution, and theme in a variety of fiction;

Touchstones Volume B

http://www.touchstones.org/images/standards/Touchstones_VolumeB_Alignment_FL_ELA_final.pdf

Title: Touchstones Volume B		Alignment to Florida standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-7.pdf
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	The Odyssey	LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.7.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.7.1.6.5 The student will relate new vocabulary to familiar words
		LA.7.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.7.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.7.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.7.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.7.1.6.11 The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.
		LA.7.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.7.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.7.1.7.3 The student will determine the main idea or essential message in gradeThe student willlevel or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.7.1.7.4 The student will identify cause-and-effect relationships in text
		LA.7.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
		LA.7.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.7.1.7.7 The student will compare and contrast elements in multiple texts
		LA.7.1.7.8 The student will use strategies to repair comprehension of gradeThe student willappropriate text when selfThe student willmonitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, noteThe student willmaking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.7.2.1.1 The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes
		LA.7.2.1.2 The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction
		LA.7.2.1.4 The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil)
		LA.7.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence
		LA.7.2.1.6 The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)

Touchstones Volume 1

http://www.touchstones.org/images/standards/Touchstones_Vol1_Alignment_FL_%20ELA_final.pd

Title: Touchstones Volume 1		Alignment to Sunshine State ELA Standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-9-10.pdf
Lesson 1	The Preliminary Discussion	An appropriate alignment for this lesson is not available.
Lesson 2	The First Phase of Group Formation	LA.910.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.910.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.910.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.910.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.910.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.910.1.6.5 The student will relate new vocabulary to familiar words
		LA.910.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.910.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.910.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.910.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP)
		LA.910.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.910.1.7.2 The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning
		LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.910.1.7.4 The student will identify cause-and-effect relationships in text
		LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.910.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.910.1.7.7 The student will compare and contrast elements in multiple texts
		LA.910.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources
		LA.910.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text
		LA.910.2.1.2 The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)
		LA.910.2.1.4 The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

Touchstones also provides a detail on how their content aligns with the Florida Standards for each Volume. Each Volume showing alignment is 100 to 300 pages plus. Only the first page is shown. All detail is found at the specified web site.

Touchpebbels Volume A FL Standards Alignment

http://www.touchstones.org/images/standards/Touchpebbles_VolumeA_CCAlignments.pdf

Touchpebbles Volume A		http://www.corestandards.org/the-standards/english-language-arts-			
Lesson	Lesson Name	Anchor Standards	Grade 3	Grade 4	Grade 5
2	The Judge	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.10. 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.

Touchstones Volume A FL Standards Alignment

http://www.touchstones.org/images/standards/Touchstones_VolumeA_CCAlignments.pdf

Touchstones Volume A		http://www.corestandards.org/the-standards/english-language-arts-			
Lesson	**Lesson Name**	**Anchor Standards**	**Grade 6**	**Grade 7**	**Grade 8**
2	Money Makes Worries	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.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.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	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.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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	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.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.

Touchstones Volume 1 FL Standards Alignment

http://www.touchstones.org/images/standards/Touchstones_Volume1_CCAlignments_ELA.pdf

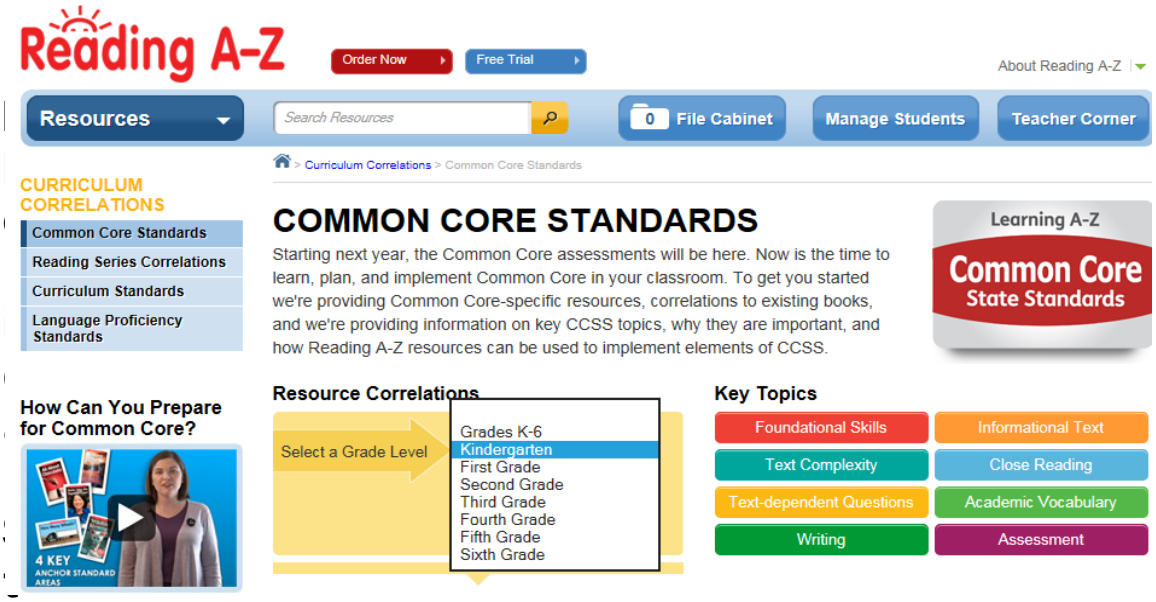
Touchstones Volume 1		http://www.corestandards.org/the-standards/english-language-arts-standards		
Lesson Number	Lesson Name	ELA Anchor Standards	Grades 9-10 ELA	Grades 11-12 ELA
2	The Iliad: Hector and Andromache	ELA Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
		ELA Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
		ELA Reading: 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
		ELA Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
		ELA Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
		ELA Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
		ELA Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
		ELA Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
		ELA Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. --Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). --Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Leveled Readers

http://www.learninga-z.com/about-learninga-z-mission-vision.html

http://www.readinga-z.com/curriculum-correlations/commoncore/

Reading A-Z provides a wide array of leveled readers consistent with Florida Standards. Shown as an example below is the selection available for **grade K** versus each FL Standard. For example, selecting Key Ideas and Details LAFS K.RL.1.1 gives the teacher a list of 59 reading selections that may be used to satisfy this category content requirement.



andards

Language Arts

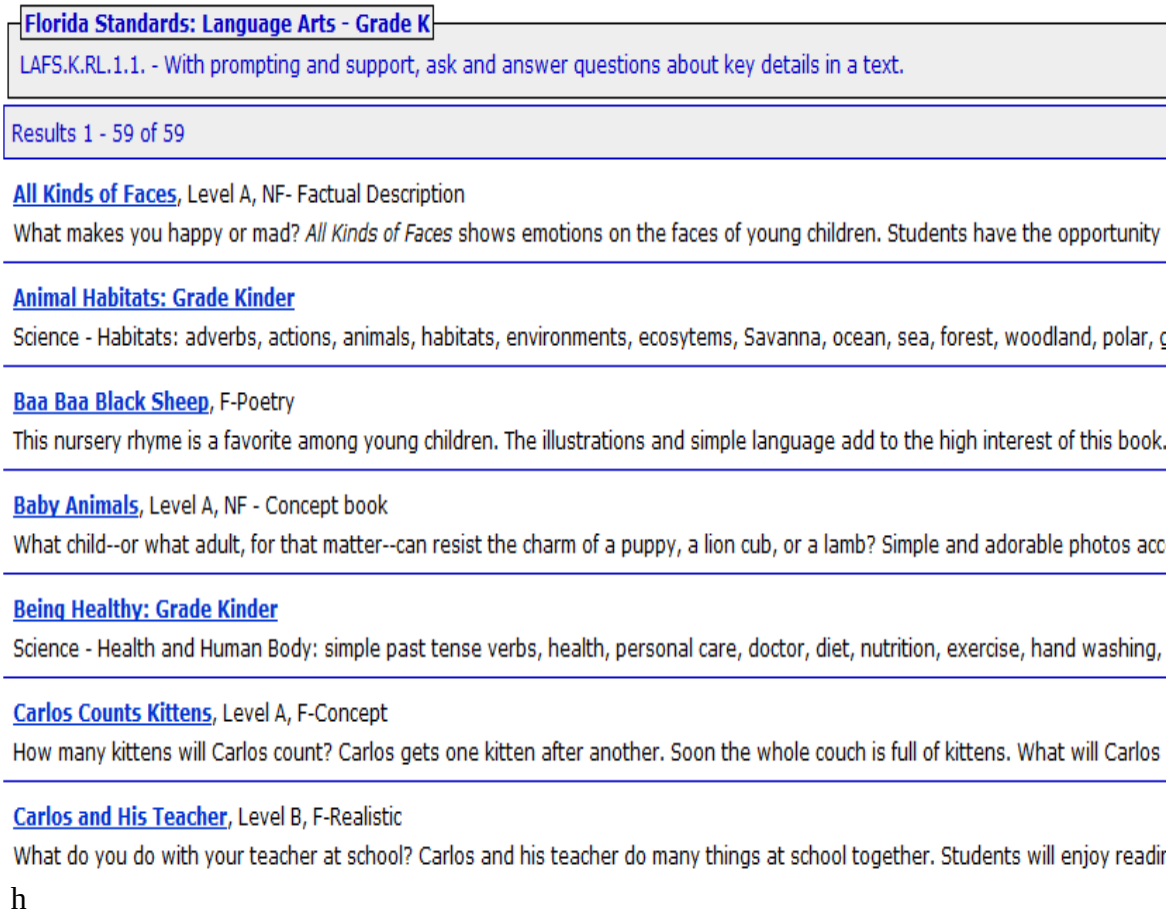
Grade K

FL.LAFS.K.RL.: READING STANDARDS FOR LITERATURE

LAFS.K.RL.1.: Key Ideas and Details

LAFS.K.RL.1.1: *With prompting and support, ask and answer questions about key details in a text.* **materials correlated to this standard →**

Selecting this standard offers 59 text selections for the teacher. Shown below are the **first 7 choices from the list of 50 texts** that are associated with the FL Standard LAFS.K.RL.1.1.



Florida Standards: Language Arts - Grade K

LAFS.K.RL.1.1. - With prompting and support, ask and answer questions about key details in a text.

Results 1 - 59 of 59

All Kinds of Faces, Level A, NF- Factual Description

What makes you happy or mad? *All Kinds of Faces* shows emotions on the faces of young children. Students have the opportunity

Animal Habitats: Grade Kinder

Science - Habitats: adverbs, actions, animals, habitats, environments, ecosytems, Savanna, ocean, sea, forest, woodland, polar, g

Baa Baa Black Sheep, F-Poetry

This nursery rhyme is a favorite among young children. The illustrations and simple language add to the high interest of this book.

Baby Animals, Level A, NF - Concept book

What child--or what adult, for that matter--can resist the charm of a puppy, a lion cub, or a lamb? Simple and adorable photos acc

Being Healthy: Grade Kinder

Science - Health and Human Body: simple past tense verbs, health, personal care, doctor, diet, nutrition, exercise, hand washing,

Carlos Counts Kittens, Level A, F-Concept

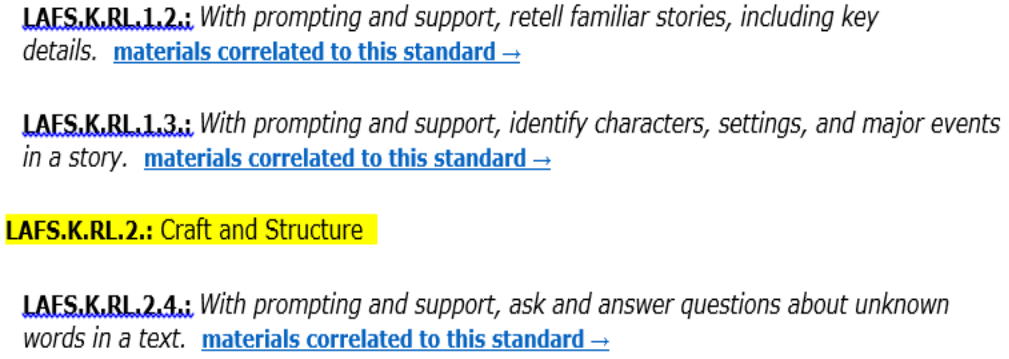
How many kittens will Carlos count? Carlos gets one kitten after another. Soon the whole couch is full of kittens. What will Carlos

Carlos and His Teacher, Level B, F-Realistic

What do you do with your teacher at school? Carlos and his teacher do many things at school together. Students will enjoy readir

h

FL Standard in English Language Arts. There is a recommended reading list associated with each specific standard, **"materials correlated to this standard"**, as shown below.



LAFS.K.RL.1.2.: *With prompting and support, retell familiar stories, including key details.* **materials correlated to this standard →**

LAFS.K.RL.1.3.: *With prompting and support, identify characters, settings, and major events in a story.* **materials correlated to this standard →**

LAFS.K.RL.2.: Craft and Structure

LAFS.K.RL.2.4.: *With prompting and support, ask and answer questions about unknown words in a text.* **materials correlated to this standard →**

http://www.coreknowledge.org/mimik/mimik_live_data/view.php?id=1833&record_id=311

The **Core Knowledge Writing** method is based on techniques originally developed by the Greeks. Students are taught to organize their thoughts and arrange them in a rhetorical order. There are four steps to this teaching method for writing:

- *Theory* - Learn grammatical and rhetorical (logical) skills.
- *Analysis* – Study each sentence, word by word, look at spelling, vocabulary, rhythm and word arrangement. This is followed by the study of the logical properties of thought, literacy content and general style.
- *Imitation* – Learn to write in the same manner as found in the Analysis phase.
- *Practice* – Learn how to create original and independent compositions.

http://www.coreknowledge.org/mimik/mimik_uploads/documents/629/AstronomyMap012013.pdf

Domain-Based Unit Writing

Developing Domain-Based English Language Arts Units to Support Common Core State Standards

Summary

Core Knowledge has long recognized the connection between language, knowledge, and reading comprehension. The recently released Common Core State Standards (CCSS) now draw wider attention to the connection by calling for:

http://www.coreknowledge.org/mimik/mimik_uploads/documents/629/AstronomyMap012013.pdf

Language Arts	
Core Knowledge	CCSS ELA
• 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. • Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud • Make predictions (orally or in writing) 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 • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud • Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. • Ask questions to clarify information or the topic in a read-aloud • Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds	**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. **SL.1.1.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). **RL.1.10.** With prompting and support, read prose and poetry of appropriate complexity for grade 1. **RI.1.10.** With prompting and support, read informational texts appropriately complex for grade 1. **RL.1.1.** Ask and answer questions about key details in a text. **RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **RI.1.1.** Ask and answer questions about key details in a text. **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

http://www.coreknowledge.org/mimik/mimik_uploads/documents/630/DomainMAP_7_WorldWarII.pdf

Language Arts	
Core Knowledge	CCSS ELA
I. Writing, Grammar, and Usage **A. Writing and Research** Write nonfiction essays that describe, narrate,	W6.1 1. Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant

STAGES OF WRITING

1. Scribbling consists of marks on paper that are not letter-like.

2. Drawing refers to pictures.

3. Letter-like forms are marks on the paper that have strokes, curves, or circles that have letter-like characteristics.

4. Letter Strings/Pre-phonemic Spelling is stringing letters together without attempting to represent letter sounds in any systematic way.

   4.1 "Random" means that random letters are selected.
   EGTPWKCBAORKQWOFJNW

   4.2 Repeated Patterns refers to spelling with the same letters or patterns of letters.
   AKAYKYAKAYAAKAYKYA

5. Invented Spelling means that an attempt is made to represent phonemes or syllables in words with letters.
   V BOE WF V BALN WOKD NTU V HOS

6. Transitional Spelling means that some, but not all, words are spelled conventionally.
   TH BOY WIF TH BALN WALKD INTO TH HOUSE

7. Conventional Spelling means that each word is spelled in the correct and conventional way.
   The boy with the balloon walked into the house

http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/654/Using%20A%20Writing%20Workshop

MATHEMATICS

School's Curriculum Providers Are in Alignment with FL Standards

Singapore Math

http://www.singaporemath.com

The School utilizes Singapore Math, a program that presents mathematical skill building and problem solving from a conceptual viewpoint. The math program focuses on a mastery of essential math skills that build on one another through the grades. Students advance in the program only by mastering the mathematical skills. The program's detailed instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing definitions and formulas. The focus on number sense, geometry, spatial relationships and measurement in the early grades matches the Florida Mathematics State Standards. Additionally, the coherence of the strategies used build from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts from K through 12.

Singapore Math offers curriculum content that is compatible with the Florida Mathematics State Standards and the academic objectives of the School's Classical Curriculum. The following depicts how the Singapore Math content meets the objectives of Florida's Mathematics Standards as shown on the Singapore Math web site.

Scope and Sequence Copyright © 2008
***Earlybird Kindergarten*, Standards Edition**
***Primary Mathematics*, Standards Edition**

The following Singapore Math web sites show the detail on the mathematics curriculum in the content materials versus the grades and schedule within a given academic year.

Primary Mathematics Correlation with Common Core State Standards

Secondary Mathematics Scope and Sequence

Grade K

***Standards Edition*, Earlybird Kindergarten Mathematics © 2008**
correlated to the Common Core State Standards for Mathematics

**Key: TB = Textbook, AB = Activity Book*

Standards	Descriptor	Page Citations
Counting and Cardinality		**K.CC**
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.	
a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	**TB–A:** 22–33, 54–71 **AB–A:** 8, 16–21
b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**TB–A:** 28–35, 54–55, 58–75 **AB–A:** 8, 16–21
c	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

Standards	Descriptor	Page Citations
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		**K.OA**
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 10, e.g., by using objects or drawings to represent the problem.	**TB–B:** 33–48, 49–64, 65–72, 75–82, 85–93 **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		**K.NBT**
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

Standards	Descriptor	Page Citations
Measurement and Data		**K.MD**
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 object has "more of"/"less of" the attribute, and describe the difference.	**TB–A:** 155–169, 177–179, 187–188 **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		**K.G**
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:** 110–136 **AB–A:** 33–45
2	Correctly name shapes regardless of their orientations or overall size.	**TB–A:** 110–136 **AB–A:** 33–45
3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**TB–A:** 110–136 **AB–A:** 33–45
Analyze, compare, create, and compose shapes.		
4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**TB–A:** 110–146 **AB–A:** 33–45
5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**TB–A:** 110–136 **AB–A:** 33–45
6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**TB–A:** 118–119 **AB–A:** 35–38

Grade 1

***Standards Edition*, Primary Mathematics © 2008**
correlated to the Common Core State Standards for Mathematics

**Key: TB = Textbook, WB = Workbook*

Standards	Descriptor	Page Citations
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. (Associative property of addition.)*	**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 **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

Standards	Descriptor	Page Citations
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 addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	**TB–A:** 27 **WB–A:** 86, 119
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, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**TB–A:** 63 **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

Standards	Descriptor	Page Citations
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 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:** 38 **WB–B:** 171–174
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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	**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
Represent and interpret data.		
4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**TB–B:** 16–21 **WB–B:** 19–29

Standards	Descriptor	Page Citations
Geometry		**1.G**
Reason with shapes and their attributes.		
1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**TB–A:** 83–90 **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 *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**TB–B:** 66–67 **WB–B:** 109–114, 223

Grade 2

***Standards Edition*, Primary Mathematics © 2008**
correlated to the Common Core State Standards for Mathematics

**Key: TB = Textbook, WB = Workbook*

Standards	Descriptor	Page Citations
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 total as a sum of equal addends.	**TB–A:** 90, 92 **WB–A:** 96, 99
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:	
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

Standards	Descriptor	Page Citations
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 strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**TB–A:** 24–31 **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

Standards	Descriptor	Page Citations
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 points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	**TB–B:** 108–110 **WB–A:** 157, 159–160 **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. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	**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

Standards	Descriptor	Page Citations
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 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.	**TB–B:** 116–119, 125–126 **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 *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	**TB–B:** 62–64 **WB–B:** 92–93

Standards	Descriptor	Page Citations
Understand properties of multiplication and the relationship between multiplication and division.		
5	Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	**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
6	Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	**TB–A:** 72–73, 113 **WB–A:** 72–77
Multiply and divide within 100.		
7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	**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
Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**TB–A:** 62–64, 67, 79–81 **WB–A:** 59–61, 64–65, 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. *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.*	**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

Standards	Descriptor	Page Citations
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 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.	**See Grade 4:** **TB–A:** 79 **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. *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.*	**TB–B:** 85–86, 93 **WB–B:** 90–93, 101–102 **See Grade 4:** **TB–A:** 90–93 **WB–A:** 79, 82–83, 86

Standards	Descriptor	Page Citations
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
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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**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

Standards	Descriptor	Page Citations
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 × b and a × 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

Standards	Descriptor	Page Citations
Geometry		**3.G**
Reason with shapes and their attributes.		
1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**TB–B:** 129, 132–133 **WB–B:** 146–152
2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	**TB–B:** 86–87 **WB–B:** 90, 92–95

Grade 4

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**Key: TB = Textbook, WB = Workbook*

Standards	Descriptor	Page Citations
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 × 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

Standards	Descriptor	Page Citations
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. *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.*	**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. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	**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 meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**TB–A:** 8–15, 21 **WB–A:** 7–12, 15
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

Standards	Descriptor	Page Citations
Number and Operations—Fractions		**4.NF**
Extend understanding of fraction equivalence and ordering.		
1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**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 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
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
3	Understand a fraction *a*/*b* with a > 1 as a sum of fractions 1/*b*.	
a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	**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. *Examples:* *3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ;* *2 1/8 = 1+1 + 1/8 = 8/8 + 8/8 + 1/8.*	**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

Standards	Descriptor	Page Citations
4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
a	Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	**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. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	**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. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	**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. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	**TB–B:** 17–18 **WB–B:** 19–20
6	Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	**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

Standards	Descriptor	Page Citations
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 one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	**TB–B:** 129 **WB–B:** 144–145 **See Grade 2:** **TB–A:** 61–69, 76–87 **TB–B:** 90–94 **See Grade 3:** **TB–B:** 8–10, 13–15, 20–22, 26, 30–32, 41–42, 49–54, 57–60, 62
2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**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
3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	**TB–A:** 141–156 **WB–A:** 162–171
Represent and interpret data.		
4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	**TB–B:** 107–108, 111, 113 **WB–B:** 122–123, 126

Standards	Descriptor	Page Citations
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 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

Grade 5

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Standards	Descriptor	Page Citations
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. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921 without having to calculate the indicated sum or product.*	**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. *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.*	**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.		
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

Standards	Descriptor	Page Citations
3	Read, write, and compare decimals to thousandths.	
a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	**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 meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**TB–B:** 11–12 **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	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	**TB–A:** 58–63, 106 **WB–A:** 52–59, 77, 102

Standards	Descriptor	Page Citations
2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	**TB–A:** 60, 63, 79
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	**TB–A:** 54–57 **WB–A:** 50–51
4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *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, $(a/b) \times (c/d) = ac/bd$.)*	**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

Standards	Descriptor	Page Citations
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 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.	**TB–A:** 80–83 **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	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. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*	**TB–A:** 88–89 **WB–A:** 87
b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*	**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. *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?*	**TB–A:** 91–92, 98, 106 **WB–A:** 90

Standards	Descriptor	Page Citations
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 (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	**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 cubic cm, cubic in, cubic ft, and improvised units.	**TB–B:** 48–49 **See Grade 4:** **TB–B:** 137–138, 142 **WB–B:** 150–151

Standards	Descriptor	Page Citations
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 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).	**TB–B:** 156–163 **WB–B:** 151–154 **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

Standards	Descriptor	Page Citations
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. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	**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

Grade 6

***Standards Edition*, Primary Mathematics © 2008**
correlated to the Common Core State Standards for Mathematics

**Key: TB = Textbook, WB = Workbook*

Standards	Descriptor	Page Citations
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. *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."*	**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. *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."*	**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 the coordinate plane. Use tables to compare ratios.	**TB–A:** 92–99 **WB–A:** 22, 75–78 **TB–B:** 185 **See Grade 5:** **TB–A:** 139–143, 159, 162–163
b	Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	**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

Standards	Descriptor	Page Citations
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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	**TB–A:** 64–70 **WB–A:** 54–55, 57–58, 62 **See Grade 5:** **TB–A:** 93, 96–97 **WB–A:** 93, 95
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. *For example, express 36 + 8 as 4(9 + 2).*	**See Grade 5:** **TB–A:** 17–18, 31–32 **WB–A:** 12–13, 24

Standards	Descriptor	Page Citations
Apply and extend previous understandings of numbers to the system of rational numbers.		
5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	**TB–A:** 39–42 **See Grade 4:** **TB–A:** 42–47 **WB–A:** 34–37 **See Grade 5:** **TB–B:** 149–151 **WB–B:** 146–147
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.	**TB–A:** 40–41 **See Grade 5:** **TB–B:** 149–151 **WB–B:** 146–147
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.	**TB–B:** 185–186 **See Grade 5:** **TB–B:** 156–157 **WB–B:** 151
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.	**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
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. *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.*	**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

Standards	Descriptor	Page Citations
b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.*	**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 as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*	**TB–A:** 40–44 **See Grade 5:** **TB–B:** 151 **WB–B:** 147
d	Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*	**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. *For example, express the calculation "Subtract y from 5" as 5 – y.*	**TB–A:** 10–13, 19–25 **WB–A:** 5–10, 15–20 **See Grade 5:** **TB–B:** 140–144 **WB–B:** 139–140

Standards	Descriptor	Page Citations
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. *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.*	**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

Standards	Descriptor	Page Citations
2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	**TB–B:** 29–33 **WB–B:** 24–32 **See Grade 4:** **TB–B:** 140–146 **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. *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.*	**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

Standards	Descriptor	Page Citations
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

Scope and Sequence

Earlybird Kindergarten, Standards Edition

Primary Mathematics, Standards Edition

The check mark indicates where the topic is first introduced or specifically addressed.

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Whole Numbers														
Understand and use ordinal numbers to describe position.			✓											
Count objects in a set, read and write numerals to 10.	✓		✓											
Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.	✓		✓											
Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.		✓	✓											
Count and identify 1 more than or 1 less than a number within 10.	✓		✓											
Use place-value models to represent numbers to 30.		✓												
Count objects in a set, read, and write numerals to 30.		✓												
Count and identify 1 more than or 1 less than a number within 30.		✓	✓											
Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.	✓	✓	✓											
Count, read, and write whole numbers to 20.			✓											
Compare numbers within 20.			✓	✓										
Use place-value models to represent numbers to 100.		✓		✓										
Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.				✓										
Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100.				✓										
Compare numbers within 100 and use the symbols <, +, >.				✓										
Make reasonable estimates when comparing numbers and sets of objects within 100.				✓										

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and extend regular number patterns within 100, including counting by 2's and 20's.				✓										
Use place-value models to represent numbers to 1000.					✓									
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.					✓									
Describe and extend regular number patterns within 1000.					✓									
Compare numbers within 1000 and use the symbols <, +, >.					✓									
Use place-value models to represent numbers to 10,000.							✓							
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.							✓							
Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.							✓							
Round numbers within 100,000 to the nearest 10 or 100							✓							
Round numbers within 10,000 to the nearest 10, 100, or 1000.							✓							
Use place-value models to represent numbers to 100,000.									✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.									✓					
Complete or extend regular number patterns for numbers within 100,000.									✓					
Use place-value models to represent numbers to 1,000,000.									✓					
Use place-value models to represent numbers to 1,000,000,000.									✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1,000,000,000.									✓					
Complete or extend regular number patterns for numbers within 1,000,000,000.									✓					
Round numbers within 1,000,000,000 to the nearest 10, 100 or 1000									✓					

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Read, write in words, standard, and expanded notation, and identify place values of digits and round numbers in the billions.											✓			
Round large numbers to the nearest 10, 100, 1000, 10,000, or 100,000.											✓			
Addition and Subtraction of Whole Numbers														
Understand number bonds and part-whole concept.		✓	✓											
Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).		✓	✓		✓									
Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).		✓	✓		✓									
Use concrete objects to determine the answer to addition and subtraction problems for two numbers within 10.		✓												
Recognize when an estimate is reasonable.		✓												
Add/Subtract numbers within 20.			✓											
Use inverse relationship between addition and subtraction.			✓		✓	✓								
Learn addition and subtraction facts within 20.			✓											
Compare numbers by using subtraction to find the difference.				✓	✓									
Add/Subtract numbers within 100.				✓										
Count by 2's, and 5's within 100.		✓												
Count by 10's within 100.		✓		✓										
Find the sum of three 1-digit numbers.				✓										
Add/Subtract numbers within 1000.					✓									
Add/Subtract numbers within 10,000.							✓		✓					
Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.							✓		✓		✓			
Determine whether an estimate is sufficient for a specific problem situation.									✓					
Add/subtract numbers in the billions.											✓			
Multiplication and Division of Whole Numbers														
Use repeated addition and arrays to solve multiplication problems within 40.				✓	✓									
Use sharing and grouping to divide.				✓	✓									
Relate division to multiplication.					✓	✓	✓							

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Recognize and extend regular linear patterns.				✓	✓	✓	✓							
Multiply/divide by 2's and 3's.					✓									
Learn multiplication/division facts for 2's and 3's.					✓									
Multiply/divide by 4's, 5's, and 10's.						✓								
Learn multiplication/division facts for 4's, 5's, and 10's.						✓								
Use repeated subtraction to divide and find the remainder.						✓								
Understand quotient and remainder.							✓							
Understand the properties of 0 and 1 in multiplication and division.							✓							
Multiply/Divide by 6's, 7's, 8's, and 9's.							✓							
Learn multiplication/division facts for 6's, 7's, 8's, and 9's.							✓							
Multiply numbers within 1000 by a 1-digit number.							✓							
Multiply numbers within 10,000 by a 1-digit number.							✓		✓					
Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.							✓							
Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.							✓		✓					
Multiply numbers within 10,000 by a 2-digit number.									✓		✓			
Divide numbers within 10,000 by a 2-digit number.											✓			
Multiply/divide numbers within 1,000,000 by tens, hundreds, or thousands.											✓			
Use estimation to verify the reasonableness of calculated results in multiplication and division problems.							✓		✓		✓			
Check division problems using multiplication.							✓		✓		✓			
Find the factors and common factors of whole numbers within 100.									✓		✓			
Find the greatest common factor of up to 3 numbers within 100.											✓			
Identify prime numbers.									✓		✓			
Determine the prime factors of numbers within 100 and write the numbers as products of prime numbers, using exponents.											✓			
Find multiples and common multiples of whole numbers within 100.									✓		✓			

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the lowest common multiple of up to 3 numbers within 100.											✓			
Use divisibility rules for 2, 3, 5, 6, 9, and 10.									✓		✓			
Use order of operations to solve mathematical expressions with or without parentheses.									✓		✓			
Understand the distributive property.											✓			
Mental Math Strategies														
Use the commutative and associative properties to perform mental calculations and check results.			✓	✓	✓	✓	✓		✓		✓			
Use the distributive property to perform mental calculations and check results.							✓		✓		✓			
Add 1-digit numbers involving renaming (e.g. 7 + 5) by making a ten.			✓											
Subtract 1-digit numbers involving renaming (e.g. 14 – 8) by subtracting from a ten.			✓											
Add/Subtract numbers within 100.				✓	✓	✓	✓							
Add/Subtract 1's, 10's, or 100's to numbers within 1000.					✓	✓	✓							
Subtract from 100.						✓								
Subtract from 1000.								✓	✓					
Add/Subtract a number close to 100 (e.g. 98).						✓	✓							
Add/subtract a number close to 1000 (e.g. 998).									✓					
Add/subtract a number close to a multiple of 100 (e.g. 498).											✓			
Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to $1.00.						✓		✓						
Add/Subtract measurements in compound units.								✓						
Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.										✓				
Multiply and divide tens, hundreds, and thousands by a 1-digit number.							✓							
Multiply by 99 or by 25.									✓		✓			
Multiply 10's by 10's or 100's.									✓					
Multiply by a number one less than a multiple of 10 or 100 (e.g. 49, 499).											✓			
Fractions														
Recognize and name halves and fourths.				✓		✓								
Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).						✓								

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the fraction with the same denominator to make a whole with another fraction.						✓								
Compare and order unit fractions.						✓								
Compare and order fractions with the same denominator or with the same numerator.								✓						
Find equivalent fractions and simplest form of a fraction.								✓	✓					
Compare and order fractions with different denominators.								✓	✓		✓		✓	
Recognize and name the fraction of a set.						✓		✓						
Find the value given the fraction of a set, using objects or drawings.						✓		✓						
Find the fraction of a set where the answer is a whole number.								✓	✓					
Find the fraction of a set where the answer is a whole number or a mixed number.											✓		✓	
Find coin amounts as a fraction of a dollar.								✓		✓				
Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).									✓		✓			
Add/Subtract like fractions.								✓						
Add/Subtract related fractions.									✓				✓	
Add/Subtract unlike fractions.											✓		✓	
Understand mixed numbers and improper fractions, convert between them, locate them on a number line.									✓				✓	
Relate division to fractions.									✓		✓			
Add/subtract mixed numbers.											✓		✓	
Determine the least common multiple and the greatest common divisor of whole numbers and use them to solve problems involving fractions.													✓	
Multiply a fraction by a whole number.									✓		✓		✓	
Multiply a fraction by a fraction.											✓		✓	
Divide a fraction by a whole number.											✓		✓	
Divide a whole number or a fraction by a fraction.											✓		✓	
Money														
Identify and know the value of coins and use the cent symbol.		✓		✓										
Identify and know the value of bills and use the dollar symbol.				✓										
Count combinations of coins.		✓		✓										
Count combinations of bills.				✓										

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Count combinations of bills and coins to $10.00.						✓								
Use decimal notation for money.						✓								
Use decimal notation to add and subtract money within $10.00.						✓								
Use decimal notation to add and subtract money within $100.00.								✓						
Multiply and divide money amounts in decimal notation.								✓						
Decimals														
Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.										✓		✓		
Convert a decimal to a fraction and simplify.										✓		✓		
Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).										✓		✓		
Compare and order decimal numbers of up to 3 decimal places and fractions.										✓		✓		
Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place.										✓				
Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places.												✓		
Add/Subtract decimal numbers of up to 2 decimal places.										✓				
Add/Subtract decimal numbers of up to 3 decimal places.												✓		
Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.										✓		✓		
Find the quotient of a division problem correct to 1 decimal place.										✓				
Find the quotient of a division problem correct to 2-decimal places.												✓		
Convert fractions to decimals correct to 2-decimal places.												✓		
Multiply/Divide decimal number by tens, hundreds, or thousands.												✓		
Multiply/divide a decimal number by a 2-digit whole number.												✓		
Multiply/divide a whole number or a decimal by a decimal.												✓		

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.										✓		✓		
Time														
Understand sequence of events.		✓												
Demonstrate an understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year).		✓												
Name the days of the week.		✓												
Understand the calendar as a tool for measuring time.		✓												
Tell time to the hour (analog clock face).		✓												
Relate time to events.		✓		✓										
Tell time to the half-hour (analog clock face).				✓										
Tell time to the nearest 5-minute mark (analog clock face).						✓								
Tell time to the minute (analog clock face).								✓						
Estimate reasonable time intervals.						✓								
Find the duration of time intervals.						✓		✓						
Find starting or ending times, given a time and the interval.						✓		✓						
Know relationships of time (years, months, days, weeks, hours, and seconds).						✓		✓						
Convert between of units of time.								✓		✓	✓	✓		
Length, Weight, Mass, and Capacity														
Compare and measure length and weight by making direct comparisons with reference objects.	✓		✓											
Compare and measure capacity by making direct comparisons with reference objects.	✓		✓											
Compare and measure length, and weight using nonstandard units.	✓		✓		✓									
Compare and measure capacity using nonstandard units.	✓		✓		✓									
Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.					✓			✓						
Understand and estimate length in kilometers and miles.								✓						
Compare measurements made using different units.					✓									
Measure and estimate weight in kilograms, grams, pounds, and ounces.					✓			✓						

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.						✓		✓						
Measure and estimate capacity in milliliters.								✓						
Convert units within a metric system using multiplication.								✓			✓			
Add/subtract measurements in compound units.								✓		✓				
Multiply/divide measurements in compound units.										✓				
Convert fractional measurements to a different unit or a compound unit, within a measuring system.											✓			
Convert units involving decimals within a measuring system.												✓		
Perimeter, Area, and Volume														
Find the perimeter of polygons.								✓						
Find the area of shapes by covering them with unit squares or by counting squares.								✓	✓		✓			
Understand and use units of area, such as square centimeter and square inch.								✓	✓		✓			
Find the area, perimeter, and unknown sides of rectangles.									✓		✓			
Find the area and perimeter of composite figures made from squares and rectangles.									✓		✓			
Derive the formula for area of a triangle and find the area of triangles.											✓			
Derive the formula for area of a parallelogram and find the area of parallelograms.											✓			
Find the surface area of cubes and rectangular prisms.											✓			
Count unit cubes in 2-dimensional representations of 3-dimensional solids.								✓						
Find the volume of solid figures by counting cubic units.								✓		✓				
Understand and use units of volume, such as cubic centimeter and cubic inch.										✓		✓		
Find the volume of rectangular prisms.										✓		✓		✓
Find the side of a rectangular prism given the volume and two sides or area of one side.												✓		
Understand the relationship between cubic centimeters, milliliters, and liters.										✓		✓		
Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems.												✓		

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the volume of triangular prisms and cylinders.														✓
Find the volume of composite figures involving prisms and cylinders.														✓
Identify the radius and diameter of a circle, find one given the other.									✓					✓
Derive the formula for circumference of a circle and find circumference when given the radius or diameter.														✓
Derive the formula for area of a circle and find area when given the radius or diameter.														✓
Find the perimeter and area of compound figures involving squares, rectangles, triangles, and half-circles or quarter circles.														✓
Geometry														
Give and follow directions about location.			✓											
Arrange and describe objects in space by proximity, position, and direction.			✓											
Identify, describe, and categorize common 2-dimensional and 3-dimensional objects.	✓													
Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.	✓		✓			✓								
Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes.			✓			✓								
Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.	✓					✓		✓	✓					
Describe and extend repeating patterns involving objects, colors, or shapes.	✓													
Describe and extend repeating patterns involving color and shapes.			✓			✓								
Describe and extend repeating patterns involving combination of shapes (compound shapes).						✓								
Identify common 3-dimensional shapes within compound shapes.								✓						
Identify intersecting and parallel lines.								✓						
Identify and describe polygons.								✓						
Identify attributes of triangles and quadrilaterals.								✓	✓			✓		
Identify right angles and compare angles to right angles.								✓						

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Identify acute, obtuse, and right angles and relate 90°, 180°, 270°, and 360° with quarter, half, three-quarter, and whole turn.									✓					✓
Measure and construct angles.									✓			✓		
Identify perpendicular and parallel lines.									✓					
Name different types of triangles and quadrilaterals.									✓					
Find the lengths of unknown sides given the length of other sides or the perimeter of triangles and quadrilaterals.									✓					
Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.														✓
Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.												✓		✓
Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding find unknown angles.												✓		✓
Construct triangles, parallelograms, and rhombuses with specified angles.												✓		✓
Construct trapezoids various quadrilaterals with specified angles and lengths of sides.														✓
Visualize, describe, and draw geometric solids.									✓		✓			
Identify nets of solids, or solids of nets.									✓					
Identify congruent figures									✓					
Create tessellations.									✓					
Identify figures that have line symmetry.										✓				
Identify figures that have rotational symmetry.										✓				
Understand the coordinate grid, locate points, and write ordered pairs (first quadrant).										✓		✓		
Understand the coordinate grid, locate points, and write ordered pairs (all four quadrants).												✓		
Find the length of horizontal and vertical lines on the coordinate grid.										✓				
Percentage														
Understand and use percent.												✓		
Find decimal and fraction equivalents for percentages.												✓		
Write fractions as percentages.												✓		

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve problems involving percentage of a quantity.												✓	✓	
Solve problems involving part of a whole as a percentage.													✓	
Solve problems involving one quantity as a percentage of another.													✓	
Solve percentage problems using a unitary method.													✓	
Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.												✓	✓	
Ratio/Average/Rate/Speed														
Use ratios to compare two quantities.											✓		✓	
Use ratios to compare three quantities.											✓		✓	
Find equivalent ratios and simplify ratios											✓		✓	
Use ratios to solve problems.											✓		✓	
Relate ratios to fraction of a quantity.													✓	
Solve problems involving changing ratios.													✓	
Relate ratios to proportions.													✓	
Solve problems involving proportions.													✓	
Understand rate as the measure of one quantity per unit value of another.												✓	✓	
Solve problems involving rate.												✓	✓	
Use a unitary approach to solve rate problems.												✓	✓	
Solve discontinuous rate problems involving time.												✓	✓	
Understand and use speed and average speed to solve problems.													✓	
Word Problems														
Make addition/subtraction stories from problem situations.			✓											
Write equations and solve simple addition/subtraction stories.			✓	✓										
Solve simple multiplication/division problems using objects and pictures.				✓										
Write equations and solve one-step word problems involving addition/subtraction.				✓	✓	✓								
Write equations and solve one-step word problems involving multiplication/division.					✓	✓								
Solve simple word problems involving fraction of a set.						✓								
Solve 2-step word problems which involve the four operations on whole numbers.							✓		✓					

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve 2-step word problems which involve fraction of a set.									✓					
Solve 2-steip word problems which involve decimals and fractions.										✓				
Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.											✓	✓	✓	
Solve multi-step word problems involving average, rate, and percentage.												✓	✓	
Solve multi-step word problems involving speed and average speed.													✓	
Data Analysis and Probability														
Identify, sort, and classify objects by common attributes (e.g. appearance, size, shape, color, pattern, function).	✓	✓												
Identify objects that do not belong to a particular group.	✓													
Sort objects and data by common attributes.			✓	✓										
Collect, organize, and represent data using objects, pictures, picture graphs, and bar graphs (within 10).	✓													
Represent and compare data using picture graphs				✓		✓								
Represent and compare data bar graphs.				✓		✓								
Represent and compare data using tally charts.				✓		✓								
Collect, organize, and analyze data using tables and bar graphs.						✓	✓			✓				
Collect, organize, and analyze data using tally charts.						✓	✓			✓				
Ask and solve questions related to data representation, including finding the range and mode.						✓	✓			✓		✓		
Collect, organize, and analyze data using line plots.							✓			✓		✓		
Collect, organize, and analyze data using line graphs.										✓		✓		
Collect, organize, and analyze data using coordinate graphs										✓		✓		
Collect, organize and display data in pie charts.												✓		
Collect, organize and display data in histograms.												✓		
Find the average of a set of data.												✓		
Find a data value given the average and the other values.												✓		
Identify the mode and median of categorical data.										✓				

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Understand, find, and compare mean, median, and mode of a set of data.												✓		✓
Find the range of a set of data.														✓
Understand how additional data added to data sets may affect measures of central tendency.														✓
Understand how the inclusion or exclusion of outliers affects measures of central tendency.														✓
Compare different samples of a population with the data from the entire population and identify situations in which it makes sense to use a sample.														✓
Identify different ways of selecting a sample and which method makes the sample more representative of the population.														✓
Know why a specific measure of central tendency provides the most useful information in a given context.														✓
Analyze data displays and identify data that represent sampling errors.														✓
Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.														✓
Identify ordered pairs of data from a graph.										✓		✓		
Identify whether common events are certain, likely, unlikely, or impossible.							✓							
Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times.							✓							
Summarize and display results of simple probability experiments, use the results to predict future events.							✓							
Represent all possible outcomes for simple probability experiments.									✓					✓
Express all possible outcome of experimental probability situations verbally and numerically and as fractions.									✓					✓
Use data to estimate the probability of future events.														✓
Represent probabilities as ratios, proportions, decimals, and percentages.														✓
Find the probability of disjoint events and understand that the theoretical probability of disjoint events is the sum of the two individual probabilities.														✓

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the probability of combined events and understand that the theoretical probability of combined events is the product of the two probabilities.														✓
Understand the difference between independent and dependent events.														✓
Algebra														
Solve problems involving numeric equations or inequalities.		✓	✓	✓	✓		✓							
Select appropriate operational symbol to make an expression true.			✓	✓	✓		✓							
Use boxes and other symbols to stand for unknown numbers in expressions and equations.		✓	✓		✓		✓		✓					
Use letters to stand for unknown numbers in equations and solve for the unknown numbers using properties of the four operations.									✓		✓	✓	✓	
Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.							✓	✓	✓	✓	✓		✓	
Use bar diagrams to solve word problems involving fractions.									✓		✓		✓	
Use bar diagrams to solve word problems involving decimals.										✓		✓	✓	
Use bar diagrams to solve word problems involving percentage.												✓	✓	
Use bar diagrams to solve word problems involving ratio.											✓		✓	
Solve word problems involving the functional relationship between two quantities.										✓	✓	✓	✓	
Use and interpret formulas to answer questions about quantities and their relationships.									✓	✓	✓	✓		
Write simple equations involving related changes in quantities (e.g. $y = 3x + 5$) and solve for the dependent value when given the independent value.										✓		✓	✓	
Write and evaluate simple algebraic expressions in one variable using substitution.												✓	✓	
Write and evaluate simple algebraic expressions for a given situation, using up to three variables.													✓	
Use the distributive property in expressions with variables.												✓		✓
Simplify algebraic expressions in one variable.												✓		

	KA	KB	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use variables in expressions describing geometric quantities.													✓	✓
Solve simple algebraic equations in one variable.													✓	✓
Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid.										✓		✓	✓	
Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers.									✓			✓		
Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.													✓	
Recognize and extend regular number patterns that include negative numbers.									✓					
Find the numerical value of negative numbers.												✓		
Add and subtract positive and negative integers.												✓		✓
Multiply and divide positive and negative integers.														✓
Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions that involve positive and negative integers.														✓
Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid.												✓	✓	✓

Scope and Sequence for Secondary Mathematics series

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NEM: *New Elementary Mathematics*
DM: *Discovering Mathematics*, 1st edition
DMC: *Dimensions Mathematics*, Common Core Series
AM: *Discovering Mathematics Additional Mathematics*
CCS: Common Core Standards

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Numbers and the four operations									
	Review the idea of place value.							✓		
	Review the use of the four operations for calculations with positive whole numbers, fractions, and decimals.							✓		
	Review factors and multiple	✓		✓				✓		
	Recognize prime numbers.	✓		✓				✓		
	Express a composite number as the product of prime numbers using exponential notation.	✓		✓				✓		
	Find the greatest common factor and least common multiple using prime factorization.	✓		✓				✓		
	Find square roots and cube roots using prime factorization.	✓		✓				✓		
7.NS.1	Understand negative numbers.	✓		✓				✓		
7.NS.1	Use a number line to order integers.	✓		✓				✓		
7.NS.1a	Find the absolute value of an integer.	✓						✓		
7.NS.1a,b	Find the additive inverse of a number.	✓								
7.NS.1a,c	Understand the absolute value of the difference between two integers as the distance between them.	✓								
7.NS.1d	Add and subtract integers.	✓		✓				✓		
7.NS.2a,b,c	Multiply and divide integers.	✓		✓				✓		
7.NS.2c	Apply order of operations to expressions with integers.	✓		✓				✓		
7.NS.2b	Understand rational numbers.	✓		✓				✓		
7.NS.2	Review simplest form of a fraction.	✓		✓				✓		
7.NS.2b,c	Perform the four operations on rational numbers.	✓		✓				✓		
7.NS.2d	Convert rational numbers to terminating or recurring decimal numbers.	✓		✓				✓		
7.NS.3	Solve word problems involving rational numbers.	✓		✓				✓		
8.NS.1	Understand irrational numbers and the difference between rational and irrational numbers.		✓	✓				✓		
8.NS.2	Estimate the value of irrational square roots.		✓							
	Round numbers to a specified number of decimal places.	✓		✓				✓		
	Understand accuracy of measurement indicated by the number of significant figures or digits.		✓	✓				✓		
	Round numbers to a specified number of significant figures.		✓	✓				✓		
	Understand potential rounding and truncation errors resulting from calculator use.		✓	✓		✓				
	Rate, ratio, proportion, and speed									
	Relate ratios to fractions.	✓		✓				✓		

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Find the ratio of two or more quantities.	✓		✓				✓		
	Find equivalent ratios and simplify ratios.	✓		✓				✓		
7.EE.3	Solve problems involving ratios.	✓		✓				✓	✓	
7.EE.3	Solve problems involving an increase or decrease in ratio.	✓		✓				✓		
7.RP.1	Recognize and use common measures of rate.	✓		✓				✓		
7.RP.1	Convert rate units (e.g. km/h to m/s).	✓		✓				✓		
7.RP.1 7.EE.2,3	Solve problems involving rate.	✓		✓				✓	✓	
	Understand concepts of speed, uniform speed, and average speed.	✓		✓				✓		
7.EE.2,3	Solve problems involving speed and average speed.	✓		✓				✓		
7.RP.2a	Determine whether two quantities are in direct proportion or inverse proportion from a graph, a table, or an equation.	✓			✓				✓	
7.RP.2b	Identify the constant of proportionality.	✓			✓					
7.RP.2d	Represent proportional relationship on coordinate graphs.	✓			✓					
7.RP.2c	Represent the proportional relationship with an equation.	✓			✓					
7.RP.3	Solve problems involving direct and inverse proportions.	✓			✓			✓		
	Percentage									
	Express a percentage as a fraction or a decimal and vice versa.	✓		✓				✓		
	Express one quantity as a percentage of another.	✓		✓				✓		
	Compare quantities by percentages.	✓		✓				✓		
7.EE.2,3 7.RP.3	Solve problems involving reverse percentages (find the total given the percentage and quantity of a part).	✓		✓				✓	✓	
7.EE.2,3 7.RP.3	Solve problems involving increasing or decreasing a quantity by a given percentage.	✓		✓				✓	✓	
7.EE.2,3 7.RP.3	Solve problems involving discount and sales tax.	✓		✓				✓	✓	
7.EE.2,3 7.RP.3	Solve problems involving percentages in practical situations.	✓		✓			✓	✓	✓	
	Algebraic representation and formulas									
7.EE.4	Use letters to represent numbers or variable.	✓		✓				✓		
	Interpret algebraic notations.	✓		✓				✓		
7.EE.2,3,4a	Express basic arithmetical processes algebraically.	✓		✓				✓		
7.EE.3	Evaluate algebraic expressions and formulas using substitution.	✓		✓				✓		
	Find the terms in a sequence.	✓		✓				✓		
	Find the formula for the general term of a sequence.	✓		✓				✓		
7.EE.4a	Solve problems involving sequences and number patterns.	✓		✓				✓		
	Algebraic manipulation									
7.EE.3	Add and subtract linear algebraic expressions.			✓				✓		
7.EE.3,4a	Use the distributive law to expand algebraic expressions of the form $\pm a(b \pm c)$.	✓	✓	✓	✓			✓	✓	
7.EE.3,4a	Simplify simple linear algebraic expressions.	✓	✓	✓	✓			✓	✓	
	Expand the product of two algebraic expressions e.g. $(a + b)(x + y)$.		✓		✓				✓	
	Recognize and apply the special products: $(a \pm b^2) = a \pm 2ab + b2$; $(a + b)(a - b) = a^2 - b^2$.		✓		✓				✓	

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Factorize linear algebraic expressions in the form $ax + bx + kay + kby$, where a, b, and k are constants.	✓	✓	✓	✓			✓	✓	
	Factorize algebraic expressions of the form: $a^2x^2 - b^2y^2$; $a^2 \pm 2ab \pm b^2$; $ax^2 \pm bx \pm c$.		✓		✓				✓	
	Simplify algebraic fractions.		✓		✓				✓	
	Multiply and divide algebraic fractions.		✓		✓				✓	
	Simplify and add or subtract simple algebraic fractions with numerical denominators.		✓		✓				✓	
	Simplify and add or subtract algebraic fractions with linear or quadratic denominators.		✓		✓				✓	
	Change the subject of a formula, including those involving square roots.		✓		✓				✓	
	Solutions of linear equations and inequalities									
7.EE.4a	Solve linear equations with one unknown.	✓	✓	✓				✓	✓	
8.EE.7a	Simplify a linear equation to determine if it has one solution, no solution, or an infinite number of solutions.		✓							
7.EE.4a	Find the value of an unknown quantity in a formula.	✓		✓				✓		
7.EE.4a	Solve simple fractional equations that can be reduced to linear equations, e.g. $\frac{x}{3}+\frac{x-2}{4}=3$ or $\frac{3}{x-2}=6$.	✓		✓				✓		
7.EE.2,4a	Construct simple linear equations from given situations and solve these equations.	✓		✓				✓		
7.EE.4b	Solve simple inequalities such as ax > b, where a > 0.	✓		✓					✓	
7.EE.4b	Solve word problems involving simple inequalities.	✓		✓					✓	
7.EE.4b	Solve simple inequalities such as ax > b, where a < 0.	✓				✓			✓	
7.EE.4b	Solve linear inequalities in one unknown, e.g. $ax + b < c$.	✓				✓			✓	✓
7.EE.4b	Solve word problems involving inequalities.	✓				✓			✓	
8.EE.8a	Solve simultaneous linear equations in two unknowns using the graphical method.		✓		✓				✓	
8.EE.8a 8.EE.7b	Solve simultaneous linear equations in two unknowns using the substitution and elimination methods.		✓		✓				✓	✓
8.EE.8c	Formulate a pair of linear equations in two unknowns to solve problems.		✓		✓				✓	
	Solve problems involving simultaneous inequalities.					✓				
	Exponents (Indices)									
8.EE.1	State and apply the laws of exponents		✓			✓			✓	
8.EE.1	Use positive, zero, and negative integral exponents.		✓			✓			✓	
8.EE.1	Simplify expressions involving integral exponents.		✓			✓			✓	✓
8.EE.2	Solve simple equations involving integer exponents.		✓			✓			✓	✓
8.EE.2	Use fractional exponents.		✓			✓				
8.EE.2	Simplify expressions involving fractional exponents.		✓			✓				✓
8.EE.2	Evaluate algebraic expressions with exponents.		✓			✓				
	Solve equations involving fractional exponents.		✓			✓				✓
	Understand examples of very small or very large numbers and measurements, such as nanometer or gigabyte.		✓			✓				
8.EE.3	Represent numbers using the standard form $A \times 10^n$ where $1 \leq A < 10$ and n is an integer.		✓			✓			✓	
8.EE.4	Add and subtract numbers in standard form.		✓			✓			✓	

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
8.EE.4	Multiply and divide numbers in standard form.		✓			✓			✓	
	Simplify expressions involving algebraic exponents.									✓
	Solve equations involving algebraic exponents.									✓
	Solutions of simple quadratic equations									
	Solve quadratic equations in one unknown by factorization.		✓		✓	✓			✓	
	Formulate a quadratic equation in one unknown to solve problems.		✓		✓	✓			✓	
	Solve quadratic equations in one unknown by completing the square, using the quadratic formula, or drawing a graph.		✓			✓				
	Solve fractional equations that can be transformed to quadratic equations.		✓			✓			✓	
	Graphs of linear functions and relations.									
	Plot coordinate points on a graph.	✓		✓					✓	
7.RP.2a	Plot a graph of a set of ordered pairs satisfying a linear function.	✓		✓					✓	
7.RP.2b 8.SP.3	Find the slope (gradient) of a straight line on a graph as the ratio of vertical change to horizontal change.	✓		✓					✓	
8.F.1	Understand the definition of a function.		✓		✓					
8.EE.5 8.F.4 8.SP.3	Create a table of a set of ordered pairs based on a description between two proportional quantities, draw a linear graph, and derive a linear equation.		✓		✓					
8.F.2	Compare equations and graphs of functions.		✓		✓					
8.EE.6	Derive the equation $y = mx + b$ for a linear graph where m is the slope and b is the y-intercept.		✓		✓					
8.EE.6	Find the slope and y-intercept of a function in the form $y = mx + b$ where m and b are constants.		✓		✓					
8.EE.6 8.F.3	Draw a graph of a linear function given the slope and y-intercept or the equation $y = mx + b$.		✓		✓					
8.EE.6	Use similar triangles to explain why the slope is the same between any two points on a linear graph.		✓							
8.EE.5 8.F.5	Interpret and draw distance-time graphs (travel graphs).		✓				✓		✓	
8.EE.5 8.F.4	Solve problems involving rate of change (speed) in distance-time graphs.		✓				✓		✓	
8.G.8	Find the length of a line segment given the coordinates of the end points.		✓			✓				
8.F.3	Understand that the graph of a quadratic function is a curve.		✓		✓				✓	
	Interpret and find the equation of a straight line graph in the form $y = mx + c$ given two points on the line.		✓			✓				
	Interpret and draw speed-time graphs.						✓			
	Solve problems involving rate of change in speed-time graphs.						✓			
	Solve problems involving area under a speed-time graph.						✓			
	Understand and apply the condition for two lines to be parallel or perpendicular.									✓
	Find the equation of a line which is parallel or perpendicular to a given line.									✓
	Find the midpoint of a line segment.									✓
	Find the area of a rectilinear figure given the vertices.									✓

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Mensuration									
	Convert between units of area (cm^2, mm^2, m^2, km^2) and volume (cm^3, mm^3, m^3).	✓		✓				✓		
7.G.6	Solve problems involving the perimeter and area of simple and composite plane figures consisting of parallelograms, triangles, and/or trapezoids.	✓		✓				✓		
7.G.1	Understand the scale factor of a scale drawing and maps.	✓			✓					
7.G.1	Draw a simple scale drawing.	✓			✓					
7.G.1	Calculate the actual distance between two points and the area of a region from a scale drawing.	✓			✓					
	Sketch prisms and use nets to visualize their surface areas.	✓		✓				✓		
7.G.3	Identify the 2-dimensional figure resulting from the cross section of a prism.	✓		✓				✓		
7.G.3	Describe the two-dimensional figures that result from slicing three dimensional figures.	✓								
7.G.4	Solve problems involving volumes and surface areas of simple and composite solids involving prisms.	✓		✓				✓		
7.G.4	Understand the formulas for circumference and area of a circle and the meaning of π.	✓								
8.G.9	Find the volume and surface areas of cylinders.		✓	✓						
8.G.9	Find volumes and surface areas of pyramids, cones, and spheres.		✓		✓				✓	
8.G.9	Solve problems involving surface areas and volumes of simple and composite solids involving prisms, cylinders, pyramids, cones, and spheres.		✓		✓				✓	
	Symmetries of solid figures									
	Identify line and rotation symmetries of plane figures.							✓		
	Identify plane symmetry and axes of rotational symmetry of solid figures.							✓		
	Give the number of planes and axes of symmetry and the order of rotational symmetry of given figures.							✓		
	Angles, triangles, and polygons									
	Describe points, lines, and line segments	✓		✓				✓		
	Describe points, lines, line segments, rays, and planes.	✓		✓						
	Describe angles	✓		✓				✓		
	Identify different types of angles (acute, right, obtuse, and reflex).	✓		✓				✓		
	Classify triangles based on their sides and angles.	✓		✓				✓		
	Identify different types of quadrilaterals and explore their properties.	✓		✓				✓		
7.G.2	Construct perpendicular bisectors, angle bisectors, triangles, and simple quadrilaterals using compasses, ruler, set squares and protractors, where appropriate.	✓		✓						
7.G.2	Understand when given measures are sufficient to determine a unique triangle, more than one triangle, or no triangle	✓								
7.G.2	Construct simple geometric figures using technology	✓		✓						

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
7.G.5	Understand the properties and find unknown angles in problems involving complementary angles, supplementary angles, adjacent angles on a line, and vertically opposite angles.	✓		✓				✓		
8.G.5	Understand angle properties and find unknown angles in problems involving angles formed by two parallel lines and a transversal (corresponding, alternate, and interior angles).		✓	✓				✓		
8.G.5	Understand the angle properties and find unknown angles of triangles and special quadrilaterals.		✓	✓				✓		
	Understand the angle properties of regular pentagon, hexagon, octagon, and decagon.		✓	✓				✓		
	Find the angles sum of interior and exterior angles of any convex polygon.		✓	✓				✓		
	Congruence and Similarity									
	Recognize congruent figures.		✓		✓			✓		
8.G.1	Match sides and angles of two congruent polygons.		✓		✓			✓		
8.G.1	Use properties of congruent figures to find unknown sides and angles.		✓		✓			✓		
8.G.1,2	Identify reflection, translation, and rotation of congruent figures.		✓		✓				✓	
8.G.3	Draw the reflection, translation, and rotation of a simple plane figure in the x-y plane.		✓						✓	
8.G.2	Draw the image of a congruent figure involving combined operations.		✓						✓	
8.G.4	Recognize similar figures.		✓		✓			✓		
8.G.4	Use properties of similar polygons (corresponding angles are equal and corresponding sides are proportional) to find unknown sides and angles.		✓		✓			✓		
8.G.4	Identify enlargement of a given plane figure by a scale factor.		✓		✓				✓	
8.G.4	Draw the enlargement of a simple plane figure in the x-y plane.		✓						✓	
8.G.4	Draw the image of a figure involving combined movements.		✓						✓	
	Use similar and congruent figures to make designs and tessellations.							✓		
	Pythagoras' Theorem									
8.G.6	Explain a proof of Pythagoras' Theorem.		✓		✓					
8.G.7	Apply Pythagoras' Theorem to solve problems.		✓		✓				✓	
	Determine whether a triangle is right angled given the lengths of its three sides.		✓		✓				✓	
8.G.6	Explain a proof of the converse of Pythagoras' Theorem.		✓							
8.NS.2	Use Pythagoras' Theorem to locate irrational numbers on a number line.		✓							
	Data Analysis									
7.SP.1	Understand different data collection methods (experimental measures, observation of outcomes, surveys, publications).	✓		✓						
7.SP.2, 3	Use dot plots to observe patterns of distribution in small samples of data.	✓			✓					
7.SP.4	Understand the mean and medium as a measure of center.	✓			✓				✓	

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
7.SP.2, 4	Use mean and median to compare sets of data.				✓				✓	
7.SP.2, 4	Understand variation in data and calculate the mean absolute deviation of sets of data.	✓								
	Calculate the mode of a set of data.	✓			✓				✓	
	Compare usefulness of mean, median, and mode.	✓			✓				✓	
	Construct stem and leaf diagrams.				✓					
8.SP.4	Organize data and display data in tables and two-way tables.		✓	✓	✓				✓	
	Construct and interpret bar graphs.		✓	✓					✓	
8.SP.4	Construct and interpret group frequency table and histograms with equal intervals to represent the group frequency table.		✓	✓					✓	
8.SP.4	Interpret relative frequencies for association between two variables.		✓		✓				✓	
8.SP.1,	Construct and interpret scatter plots and		✓							
8.SP.2,3	Informally fit a straight line when the plot suggests a linear association; interpret the slope and intercept.		✓							
8.SP.3	Construct and interpret line graphs for data.		✓	✓						
	Construct pie charts and pictograms			✓					✓	
	Calculate the mean, median, and mode of frequency distributions.					✓			✓	
	Construct histograms for grouped data.					✓				
	Understand and interpret cumulative frequency curves.					✓				
	Understand and find range, quartile, interquartile range and percentile					✓				
	Understand and interpret box-and-whisker plots.					✓				
	Understand standard deviation as a measure of variation.						✓			
	Calculate standard deviation for grouped and ungrouped data.						✓			
	Use mean and standard deviation to compare two sets of data.						✓			
	Probability									
7.SP.5	Understand probability as a measure of chance.	✓			✓					
	Define the terms sample space, outcome, and event.	✓			✓					
7.SP.6	Collect data from a chance event and predict the probability of a chance event from its relative frequency of occurrence.	✓			✓					
7.SP.7a	Find the theoretical probability of a single event, compare it to experimental probability.	✓			✓					
	List the sample space for a simple chance situation.	✓			✓					
7.SP.5, 7b	Understand the basic properties of probability.	✓			✓					
7.SP. 8a	Calculate the probability of a simple combined event using a possibility diagram or a tree diagram.	✓					✓			
7.SP.8b	Identify mutually exclusive events and independent events.	✓					✓			
7.SP.8b, 8c	Understand and apply the addition of probabilities for two mutually exclusive events.	✓					✓			
7.SP.8b, 8c	Understand and apply the multiplication of probabilities for independent events.	✓					✓			
7.SP.8c	Apply probability of mutually exclusive and independent events to solve problems.	✓					✓			

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Set language and set notation									
	Use set language and set notation to describe a set of objects, its elements, and its subsets.	✓			✓					
	Define the idea of a set and interpret the terms finite set, infinite sets, equal sets, equivalent sets, intersection or union of sets, empty set, disjoint set, subset, and proper subset.				✓					
	Define the complement, union, and intersection of two sets and illustrate those using Venn diagrams.				✓					
	Solve word problems with Venn diagrams.				✓					
	Solutions of quadratic equations and inequalities									
	Solve quadratic equations by factorization, completing the square, quadratic formula, and graphical method.		✓			✓				
	Solve fractional equations that can be transformed to quadratic equations.		✓			✓				
	Apply quadratic equations to solve everyday problems.		✓			✓				
	Identify the conditions for a quadratic equation to have two distinct real roots, two equal real roots, and no real roots.									✓
	Determine the condition for a quadratic equation to be always positive or always negative.									✓
	Find the maximum or minimum of a quadratic function by completing the square, find the x and y intercepts, and sketch the graph of the function.									✓
	Form a quadratic equation when the roots are given.									✓
	Identify conditions for a line to intersect a given curve, be a tangent to a given curve, or not intersect a given curve.									✓
	Solve quadratic inequalities and represent the solution sets graphically.									✓
	Understand the conditions for which a pair of linear equations has one solution, infinitely many solutions, or no solutions.									✓
	Solve simultaneous equations with at least one linear equation by substitution.									✓
	Determine the number of intersections between a straight line and a curve given the equations.									✓
	Graphs of non-linear functions and relations									
	Draw the graph of a quadratic function $y = ax^2 + bx + c$ where $a > 0$ and where $a < 0$ by finding and plotting ordered pairs.		✓		✓				✓	
	Find the maximum or minimum point, x-intercepts, y-intercept, and the line of symmetry of graphs of quadratic functions.		✓		✓				✓	
	Sketch the graphs of quadratic functions of the forms $y = \pm(x - h)^2 + k$ and $y = \pm(x - p)(x - q)$.					✓				
	Draw the graph of a function $y = ax^n$ for $-2 \le n \le 3$.					✓				
	Draw the graph of the sum of not more than 3 functions of the form $y = ax^n$ for $-2 \le n \le 3$.					✓				
	Draw the graph of an exponential function $y = ka^x$ where a is a positive integer.					✓				
	Draw the graph of an exponential function $y = ka^x$ where a is a positive integer.					✓				

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Estimate the gradient of a curve by drawing a tangent to the curve.					✓				
	Graph $\|f(x)\|$ where f(x) is linear or quadratic.									✓
	Solve simple equations involving modulus functions.									✓
	Recognize the graph of $y = ax^n$ when n is a simple rational number.									✓
	Recognize the graph of $y^2 = ax$.									✓
	Find the points of intersection between a straight line and a curve.									✓
	Find the equation of a circle given the center and radius.									✓
	Find the center and radius of a circle when its equation is given.									✓
	Congruent and similar triangles and plane figures									
	Understand and use tests for congruent triangles.					✓			✓	
	Determine whether two triangles are similar.					✓			✓	
	Solve problems involving congruent or similar triangles.					✓			✓	
	Determine whether two plane figures or solids are similar.					✓			✓	
	Solve problems involving the ratio of areas and of lengths of two similar plane figures.					✓			✓	
	Solve problems involving the ratio of volumes and the ratio of lengths of two similar solids.					✓			✓	
	Properties of circles									
	Understand symmetry properties of circles.					✓				
	Understand the properties of chords of a circle.					✓				
	Understand and apply angle properties of circles.					✓				
	State the properties of angles in opposite segments.					✓				
	Understand the properties of tangents to a circle.					✓				
	Solve problems involving properties of circles.					✓				
	Understand the relationship between arc length and angle subtended by an arc.					✓				
	Understand the relationship between sector area of a circle and angle subtended by an arc.					✓				
	Calculate arc length and sector area of a circle.					✓				
	Calculate area of a segment.					✓				
	Understand radian measure of an angle.					✓				
	Convert radians into degrees and vice versa.					✓				
	Express arc length and sector area formulae using radian measure.					✓				
	Matrices									
	Display information of a matrix in any order.						✓			
	Interpret the data in a given matrix.						✓			
	Calculate the product of a scalar quantity and a matrix.						✓			
	Solve problems involving the calculation of the sum, difference, or product of two matrices (where appropriate).						✓			
	Solve a pair of linear equations using the inverse matrix method.									✓
	Vectors in Two Dimensions									
	Represent a vector by a directed line segment.						✓			

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Represent a vector and its magnitude using various notations.						✓			
	Find the magnitude and direction of a vector.						✓			
	Use the sum and difference of two vectors to express given vectors in terms of two coplanar vectors.						✓			
	Multiply a vector by a scalar.						✓			
	Understand a position vector.						✓			
	Represent a vector in the coordinate plane using the column vector notation and find its magnitude.						✓			
	Solve geometric problems involving the use of vectors.						✓			
	Proofs in Plane Geometry									
	Understand the idea of proof in geometry.									✓
	Prove geometrical properties using the symmetry and angle properties of triangles, special quadrilaterals and circles.									✓
	Prove and use the midpoint theorem and intercept theorem for triangles.									✓
	Prove and use the tangent-chord theorem, intersecting chords theorem and tangent-secant theorem for circles.									✓
	Use the above properties and theorems for further proofs.									✓
	Logarithms and surds (radicals)									
	Understand the relationship between surds and fractional exponents									✓
	Understand the four operations on exponents and surds.									✓
	Rationalize the denominator of an expression involving surds.									✓
	Solve equations involving exponents and surds.									✓
	Understand the definition of logarithmic functions, including e^x and $\ln x$.									✓
	Solve simple equations involving logarithmic functions.									
	Understand the laws of logarithms, including change of base.									✓
	Solve simple equations involving logarithmic functions.									✓
	Sketch the graph of a^x, e^x, $\log_a x$, and $\ln x$.									✓
	Transform given relationships, including $y = kx^n$, $y = ka^x$, and logarithmic functions to linear form to determine the unknown constants from a straight line graph.									✓
	Polynomials, identities, and binomial expansion									
	Identify the terms and the degree of a polynomial.								✓	✓
	Add, subtract, multiply, and divide polynomials.								✓	✓
	Distinguish between equations and identities.								✓	✓
	Find unknown coefficients of terms and constant terms in identities.								✓	✓
	Use the remainder theorem and factor theorem.									✓
	Factorize cubic polynomials.									✓
	Solve cubic equations by factorization.									✓
	Resolve a proper algebraic fraction into partial fractions.									✓
	Use the binomial theorem to expand expressions in the form $(x + y)^n$ where n is a positive integer.									✓
	Use the binomial theorem to find a coefficient in the expansion of $(x + y)^n$.									✓
	Understand and use the notations for binomial expansion.									✓

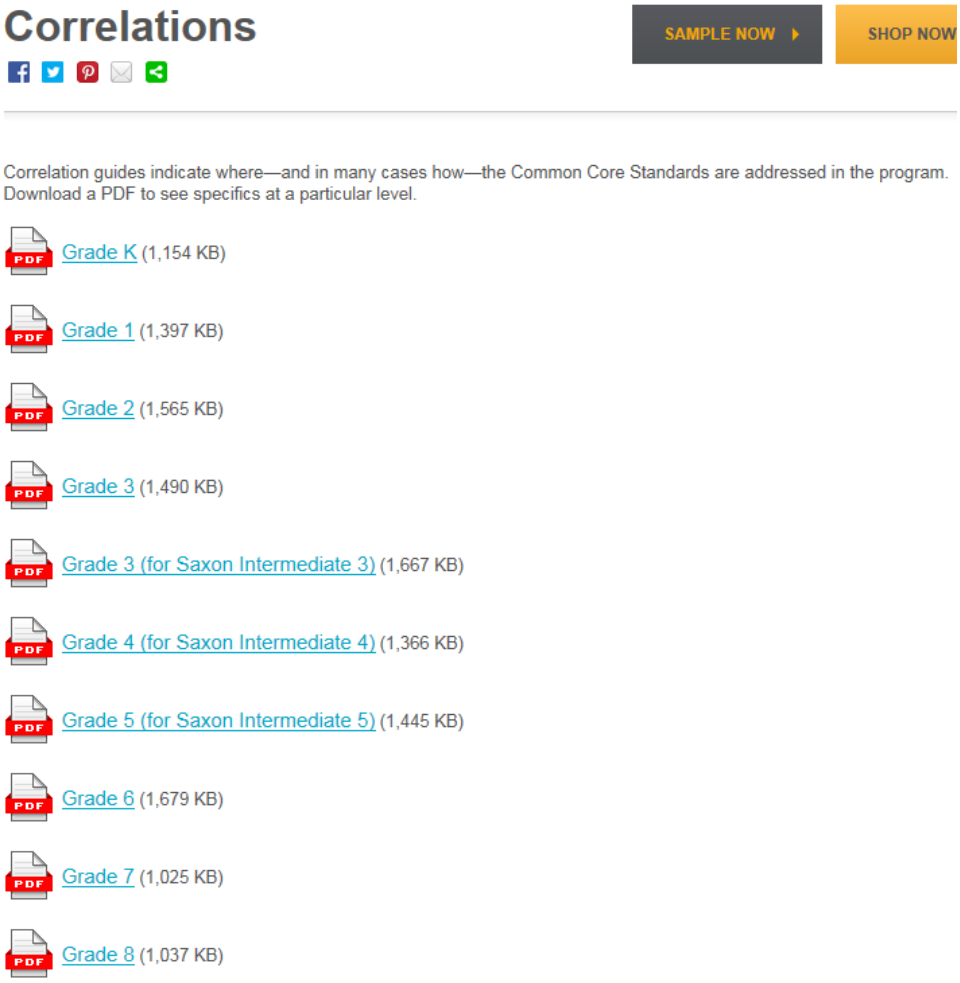
CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Find the general term in a binomial expansion.									✓
	Extend the technique of the binomial expansion to trinomial expansion.									✓
	Trigonometry									
	Use trigonometric ratios (sine, cosine, and tangent) of acute angles to calculate unknown sides and angles in right-angled triangles.					✓			✓	
	Extend sine and cosine and tangent to obtuse angles.					✓				
	Find the area of a triangle using the formula Area = $\frac{1}{2} bc \sin A$.					✓				
	Use the sine and cosine rules to solve problems involving the sides and angles of a triangle.					✓				
	Solve problems involving bearings and navigation.					✓				
	Solve problems involving angles of elevation and depression.					✓			✓	
	Apply trigonometry to solve simple 3-dimensional problems involving angles between straight lines.					✓			✓	
	Define the trigonometric functions sine, cosine, tangent, cosecant, secant, and cotangent for angles of any magnitude in degrees or radians.									✓
	Find the exact values of the trigonometric functions for special angles									✓
	Graph simple sine and cosine functions and determine their amplitude, periodicity, and symmetries.									✓
	Evaluate inverse sine, cosine, and tangent functions.									✓
	Graph simple sine and cosine functions and determine their amplitude, periodicity, and symmetries.									✓
	Solve simple trigonometric equations with the unknown in a given interval.									✓
	Find the principal values of $\sin^{-1}x$, $\cos^{-1}x$, and $\tan^{-1}x$.									✓
	Prove trigonometric identities.									✓
	Use trigonometric identities to solve equations.									✓
	Differentiation									
	Understand the idea of the derivative of a function and its notation.									✓
	Find the derivatives of x^n for any rational n, $\sin^n x$, $\cos^n x$, and $\tan^n x$.									✓
	Find the derivatives of constant multiples, sums, and differences.									✓
	Find the derivatives of products and quotients of functions.									✓
	Find the derivatives of composite functions.									✓
	Find the second derivative of functions.									✓
	Find the equation of the tangent to a curve at a point.									✓
	Define the normal of a curve at a point and find its equation.									✓
	Understand derivative as a rate of change.									✓
	Solve problems involving rates of changes.									✓
	Evaluate maximum and minimum points, and points of inflection on a graph using the first derivative and second derivative tests.									✓

CCS		DMC		DM				NEM		AM
		7	8	1	2	3	4	1	2	
	Apply differentiation to gradients, tangents and normals, connected rates of change, and maxima and minima problems.									✓
	Find the derivatives of functions involving e^x and $\ln x$.									✓
	Integration									
	Understand indefinite integration as the reverse of differentiation and standard notations.									✓
	Integrate of x^n and $(ax + b)^n$ for any rational n.									✓
	Apply rules of integration for constant multiples, sums, and differences of functions.									✓
	Integrate of x^n for any rational n, $\sin x$, $\cos^n x$, $\sec^2 x$, e^x, and $\ln x$.									✓
	Integrate $\sin(ax + b)$, $\cos(ax + b)$, and $e^{(ax+b)}$.									✓
	Apply indefinite integrals to find the equation of a curve with a given gradient.									✓
	Understand definite integral as area under a curve.									✓
	Evaluate definite integrals using integration formulae.									✓
	Find the area of a region bounded by a curve and lines parallel to the coordinate axes.									✓
	Find the areas of regions below the x-axis.									✓
	Understand the relationship between displacement, velocity, and acceleration.									✓
	Apply differentiation and integration to problems involving acceleration of a particle moving in a straight line with variable or constant acceleration.									✓

Saxon Math

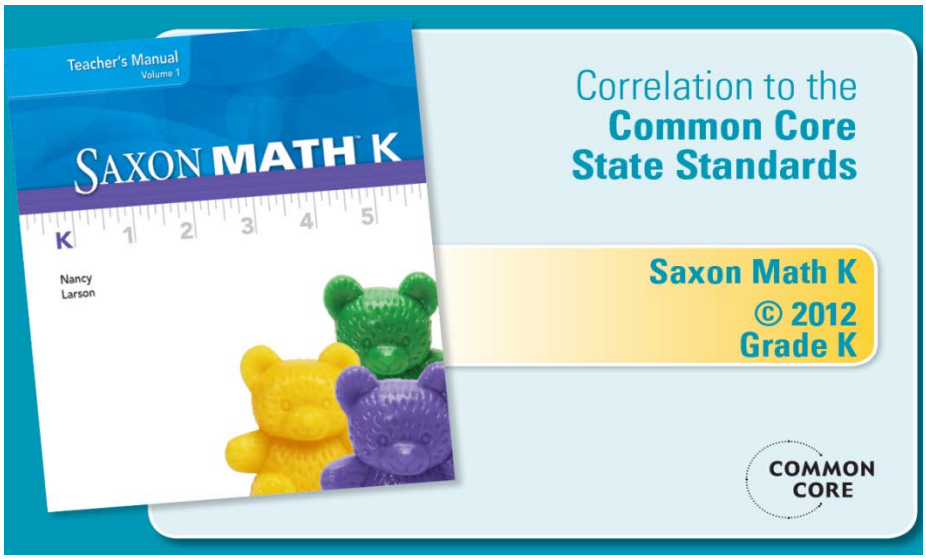
The School also utilizes Saxon Math as a supplement to Singapore Math. Saxon Math is also compliant with the Florida Standards. The following web site lists all grades K-8 where detail is shown on the curriculum and its relationship to the Florida Standards.

http://www.hmhco.com/shop/education-curriculum/math/saxon-math/why-saxon-math/correlations



For example, selecting a particular grade such as **grade K** shows the curriculum details in the context of the Florida Standards (Common Core).

http://www.hmhco.com/~/media/sites/home/education/global/pdf/correlations/math/elementary/saxon-k-8/ccss-saxon-grade-k-140110.pdf?la=en



There are five Mathematics Study Strands specified for grade K…

K.CC: Counting & Cardinality
K.G: Geometry
K.MD: Measurement & Data
K.NBT: Numbers & Operations in Base 10
K.OA: Operations & Algebraic Thinking

As an example, the following shows the Saxon Math three standards for grade K, Strand KCC, Cluster 1 Know number names & count sequence.

Grade K

Strand: KCC: COUNTING & CARDINALITY

Cluster 1: Know number names & count sequence.

Standard: K.CC.1.1 Count to 100 by 1s and 10s.

Standard: K.CC.1.2 From a given number count forward.

Standard: K.CC.1.3 Read & write numerals from 0-20.

Cluster 2: Count to tell the number of objects.

Standard: K.CC.2.4 ……
…….

Strand: KOA: OPERATIONS & ALGEBRAIC THINKING
……

Saxon Math K ©2012 correlated to the
Common Core State Standards for Mathematics, Grade K

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
Counting and Cardinality K.CC		**Know number names and the count sequence.**	*Math K* provides a solid foundation for the fundamentals of math concepts and the key counting principles needed to understand cardinality. Through *Saxon Math's* incremental teaching and continual practice, levels of difficulty gently increase over time, and new learning is applied across math strands over the instructional year for mastery of mathematical conceptual understanding. The exploration and teaching of number names and the counting sequence provides a strong foundation for number and collection recognition building to the skill of subitizing. Daily, through the Math Meeting and Lesson Concepts, earlier learning is both built upon and reshaped when misconceptions are detected. Each day, during the Math Meeting, children are engaged in meaningful ways to master naming and sequencing numbers, including using a calendar to add the daily date and constructing an ongoing classroom number line. Simple chants, games and dialogs occur, which not only practice the concepts, but provide the educator with important information about the depth of understanding. Each of these activities also serve as informal assessments, assisting the teacher to effectively alter and direct instruction. Starting in Lesson 1, handwriting of digits, each introduced separately over the next several lessons, is taught incorporating all learning styles, then carried over into the Math Meeting. Real world experiences are also incorporated to further expand on number names and the count sequence during the counting of pennies starting in Meeting 11. After teaching counting by 10's, starting in Lesson 64, and practice of this concept, finding the value of a set of dimes is then layered to add real meaning to skip counting. This is followed with students applying the understanding by using an Estimation Jar, for counting by 10's and 1's beginning in Meeting 17. Starting in Lesson 73, and continuing forward, children learn through hands-on experiences counting on from a number other than 1. Each of the skills is supported with engaging instructional guidelines, interactive practice, center activities, and home connections. Both formal and informal assessment opportunities for this skill are ongoing throughout the program. These include the frequent and cumulative oral assessments, oral responses to Extend and Challenge Activity 15 and oral assessments in the *Standards Success* booklet.

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
Counting and Cardinality K.CC	K.CC.1	Count to 100 by ones and by tens.	**INSTRUCTION:** **The Meeting** (Counting Chart): Meetings 1–25 **The Meeting** (Calendar): Meetings 2, 3, 4A, 5–25 **The Meeting** (Money): Meetings 11–19 **The Meeting** (Estimation Jar): Meetings 17, 19, 21, 23, 25 **New Concept:** Lessons 7, 8, 9, 13, 64, 65, 67, 68, 81 **MAINTENANCE:** **Lesson Practice Worksheet:** 21, 33, 35, 36, 38, 65, 67, 68, 81; Parent activities: 3, 67 **Handwriting Practice Worksheet:** 102, 104, 106, 108, 112, 114, 116, 123, 133, 135 **Counting Practice Worksheet:** 66, 67, 69, 103, 105, 107, 109, 111, 113, 115, 118, 122, 124 **Math Center Activities Booklet:** p 13 Activity 27 (Lesson 61); p 14 Activity 32 (Lesson 68); p 16 Activity 41 (Lesson 81) **Extend & Challenge CD:** *Activity 15 (Lesson 130-1)* **Online Activity:** Matching Dimes with Money Amounts to $1.00 (Lesson 81)
	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**INSTRUCTION:** **New Concept:** Lesson 73 **Standards Success Activity:** Activity 3 **MAINTENANCE:** **The Meeting** (Estimation Jar): Meetings *17, 19, 21, 23, 25* **Lesson Practice Worksheet:** *109*; Parent activity: *64* **Handwriting Practice Worksheet**: 112, 114, 116, 123, 133, 135 **Test-Taking Strategies Practice (booklets):** *20, 21*

Domain	Standard	Text of Objective	*Saxon Math K* Citations/Examples *References in italics indicate foundational.*
Counting and Cardinality K.CC	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<u>INSTRUCTION:</u> **The Meeting** (Class Survey): Meetings 20–25 **New Concept:** Lessons *24, 42, 51, 62, 69, 73, 80-1,* 90-1, *110-1,* 120-1, 130-1, *132* <u>MAINTENANCE:</u> **Lesson Practice Worksheet:** *24, 41, 42, 51,* 58, *59,61, 62,* 63, 69, 71, 72, 73, 98, 99, 104, 107, *113, 116,* 117, 118; Parent activity: *41, 42* **Handwriting Practice Worksheet:** *1–12,* 13–17, 19, 21–26, 28, 29, 31–38, 41–48, 51–59, 61–65, 68, 71–75, 77–79, 81–88, 91, 92, 94, 96, 99, 101, 102, 104, 106, 108, 112, 114, 116, 117, 121, 123, 125, 126, 128, 129, 131, 133–135 **Math Center Activities Booklet**: *p 9 Activity 9 (Lesson 24); p 11 Activity 17 (Lesson 42); p 13 Activities 28 and 29 (Lesson 62); p 14 Activity 33 (Lesson 69)* **Test-Taking Strategies Practice (booklets)**: *2, 3*

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SCIENCE

hool's Curriculum Providers Are in Alignment with FL Standards

Full Option Science Program (FOSS) is compliant with the Florida Standards

https://www.fossweb.com/delegate/ssi-foss-ucm/ucm?dDocName=D2691958

FOSS THIRD EDITION — **Connections to NGSS**

FOSS Elementary Module Sequences

	PHYSICAL SCIENCE		EARTH SCIENCE		LIFE SCIENCE	
	MATTER	ENERGY AND CHANGE	DYNAMIC ATMOSPHERE	ROCKS AND LANDFORMS	STRUCTURE/ FUNCTION	COMPLEX SYSTEMS
6	Mixtures and Solutions	Motion, Force, and Models	Weather on Earth	Sun, Moon, and Planets	Living Systems	
	Measuring Matter	Energy and Electromagnetism	Water	Soils, Rocks, and Landforms	Structures of Life	Environments
	Solids and Liquids	Balance and Motion	Air and Weather	Pebbles, Sand, and Silt	Plants and Animals	Insects and Plants
K	Materials in Our World		Trees and Weather		Animals Two by Two	

Contents

FOSS Domains and Strands

- Physical Science Domain
  - Matter
  - Energy and Change
- Earth Science Domain
  - Dynamic Atmosphere
  - Earth's Place in the Universe (bridges both strands)
  - Rocks and Landforms
- Life Science Domain
  - Structure and Function
  - Complex Systems

INTRODUCTION

The FOSS Third Edition elementary modules available for 2013–14 are organized into three domains: physical science (blue), earth science (orange), and life science (green). Each domain is divided into two strands, as shown in the table above for the FOSS Elementary Program. Each strand represents a set of core ideas in science and has a conceptual framework.

The sequence in each strand relates to the core ideas described in *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (National Research Council, 2012). Modules at the bottom of the table form the foundation in the primary grades. The core ideas develop in complexity as you progress up the columns.

The purpose of this document is to provide information about the FOSS learning progressions and how those progressions reflect the vision of the national Framework and connect to the performance expectations in the Next Generation Science Standards (NGSS). The FOSS learning progression for each strand is captured in the **content sequence, a** graphic and narrative description that put modules into a K–8 strand progression for that strand, and the **conceptual framework**, which shows the structure of scientific knowledge taught and assessed.

The disciplinary core ideas from the national Framework and the related grade-level performance expectations (NGSS) appear after each FOSS domain description along with the titles of the modules that address each expectation. This format for displaying the NGSS performance expectations focuses on the learning progression for those ideas across the elementary grades. The recommended FOSS K–8 sequence with NGSS connections appears on the last page.

RECOMMENDED FOSS K–8 SCOPE AND SEQUENCE, FALL 2013

Grade	Physical Science	Earth Science	Life Science
8	Electronics	Planetary Science, Second	Populations and Ecosystems
7	Chemical Interactions	Earth History, Second	Human Brain and Senses
6	Force and Motion	Weather and Water	Diversity of Life
5	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planets	Living Systems
4	Energy and Electromagnetism Motion, Force, and Models	Soils, Rocks, and Landforms	Environments
3	Measuring Matter	Water	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants
1	Balance and Motion	Air and Weather	Plants and Animals
K	Materials in Our World	Trees and Weather	Animals Two by Two

The FOSS Third Edition program reflects the vision of the national Framework with learning progressions that address the disciplinary core ideas, scientific and engineering practices, and crosscutting concepts. The program develops scientific habits of mind and exposes the nature of science, and integrates the Common Core State Standards for ELA and math. The project developers at the Lawrence Hall of Science are committed to working closely with Delta Education, the FOSS publisher, to make grade-specific NGSS connections stronger and more explicit to help teachers prepare students to meet each performance expectation. Early implementers of FOSS Third Edition will be positioned to implement enhancements to the FOSS Third Edition program as they become available. Stay connected to FOSS.

EXAMPLE – FOSS FL Standards content for Life Science per specific content item. Physical Science and Earth Science are similar.

LIFE SCIENCE

Content Sequence for Focus on Structure and Function K–8

	LIFE SCIENCE	
Module or course	**Structure and Function**	**Complex Systems**
Human Brain		
Pop/Ecosystems		
Diversity of Life	• All living things are made of cells (unicellular or multicellular). Special structures within cells are responsible for various functions. • Cells have the same needs and perform the same functions as more complex organisms. • All living things need food, water, a way to dispose of waste, and an environment in which they can live (macro and micro level). • Plants reproduce in a variety of ways, sometimes depending on animal behaviors and specialized features for reproduction.	• Adaptations are structures or behaviors of organisms that enhance their chances to survive and reproduce in their environment. • Biodiversity is the wide range of existing life forms that have adapted to the variety of conditions on Earth, from terrestrial to marine ecosystems.
Living Systems	• Food provides animals with the materials they need for body repair and growth and is digested to release the energy they need to maintain body warmth and to move. • Humans and other animals have systems made up of organs that are specialized for particular body functions. • Animals detect, process, and use information about their environment to survive.	• Organisms obtain gases, water, and minerals from the environment and release waste matter back into the environment. • Matter cycles between air and soil, and among plants, animals, and microbes as these organisms live and die. • Organisms are related in food webs. • Some organisms, such as fungi and bacteria, break down dead organisms, operating as decomposers. •Animals exhibit instinctive behavior and learned behaviors.
Environments		
Structures of Life	• A seed is living organism, containing the embryo of a plant. • Plants and animals have structures that function in growth, survival, and reproduction. • Reproduction is essential to the continued existence of every kind of organism. Organisms have diverse life cycles. • Plants and animals grow and change and have predictable characteristics at different stages of development. • Behavior of animals is influenced by internal and external cues. • Bones have several functions: support, protection, and movement.	• Organisms are related in food chains. • Different organisms can live in different environments; organisms have adaptations that allow them to survive in that environment. • Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful. • Many characteristics of organisms are inherited from parents; other characteristics result from interaction with the environment. • A skeleton is a system of interacting bones. The skeletons of humans and other mammals have many similarities.
Insects/Plants		
Plants and Animals	• Plants and animals have structures, and animals have behaviors that help the organisms grow and survive in their habitat. • Seeds and bulbs are alive. • Plants need water, light, air, and space. • Plants don't live forever. New plants can grow from seeds, bulbs, roots, and stems.	• Plants make their own food. • Animals eat plants and other animals. • A habitat is a place where plants and animals live. There are many different kinds of habitats.
Animals Two by Two **Trees and Weather**	• Animals have identifiable structures and behaviors • Animals and plants have basic needs. • Trees are living plants and have structures. • Trees go through predictable stages.	• Living things can survive only when their needs are met. • Individuals of the same kind (plants or animals) are recognizable as similar but can also vary in many ways.

FL Standards comparison to FOSS Grades K-8 by Delta Education.

http://www.delta-education.com/science/foss/correlations/Florida.pdf

LIFE SCIENCE

Content Sequence for Focus on Complex Systems K–8

	LIFE SCIENCE	
Module or course	**Structure and Function**	**Complex Systems**
Human Brain and Senses		
Population and Ecosystems	• Reproduction is essential to the continued existence of every kind of organism. • Plants, algae, and many microorganisms use energy from light to make sugars from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. • Animals obtain food from eating plants or eating other animals.	• An ecosystem is a web of interactions and relationships among the organisms and abiotic factors in an area. • Food webs are models that demonstrate how matter and energy are transferred between producers, consumers, and decomposers. • Adaptation by natural selection acting over generations is one important process by which species change over time in response to environmental conditions.
Diversity of Life		
Living Systems	• Food provides animals with the materials they need for body repair and growth and is digested to release the energy they need to maintain body warmth and to move. • Humans and other animals have systems made up of organs that are specialized for particular body functions. • Animals detect, process, and use information about their environment to survive.	• Organisms obtain gases, water, and minerals from the environment and release waste matter back into the environment. • Matter cycles between air and soil, and among plants, animals, and microbes as these organisms live and die. • Organisms are related in food webs. • Some organisms, such as fungi and bacteria, break down dead organisms, operating as decomposers. •Animals exhibit instinctive behavior and learned behaviors.
Environments	• Plants and animals have structures, and animals have behaviors that help the organisms grow and survive in their habitat. • Producers make their own food. • Animals obtain food from eating plants or eating other animals.	• An ecosystem is the interactions of organisms with one another and the abiotic environment. • Organisms have ranges of tolerance for environmental factors. • Organisms interact in feeding relationships in ecosystems (food chains and food webs). • Individuals of the same kind differ in their characteristics; differences may give individuals an advantage in reproducing.
Structures of Life		
Insects and Plants	• Insects need air, food, water, and space including shelter, and different insects meet these needs in different ways. • Plants and insects have structures that function in growth, survival, and reproduction. • Reproduction is essential to the continued existence of every kind of organism. Organisms have diverse life cycles. • Plants and insects grow and change and have predictable characteristics at different stages of development. • Adult plants and animals can have offspring.	• Bees and other insects help some plants by moving pollen from flower to flower. • There is variation in traits within one kind of organism. • Many characteristics of organisms are inherited from parents; other characteristics result from interaction with the environment.
Plants and Animals		
Animals Two by Two		

Full Option Science System (FOSS)
Grades K-8

Correlation

Florida
Sunshine State Standards

Delta Education
...because children learn by doing.®

Example page of Delta Education's FOSS comparative analysis to FL Standards showing compatibility with the Life Science Strand SC.K.L.14: *Organization and Development of Living Organisms* three standards in the one Cluster and where these standards are addressed in the FOSS curriculum.

SC.K.L.14.1: *Recognize the five senses and related body parts.*
SC.K.L.14.2: *Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.*
SC.K.L. 14.3: *Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.*

Big Idea 14: Organization and Development of Living Organisms

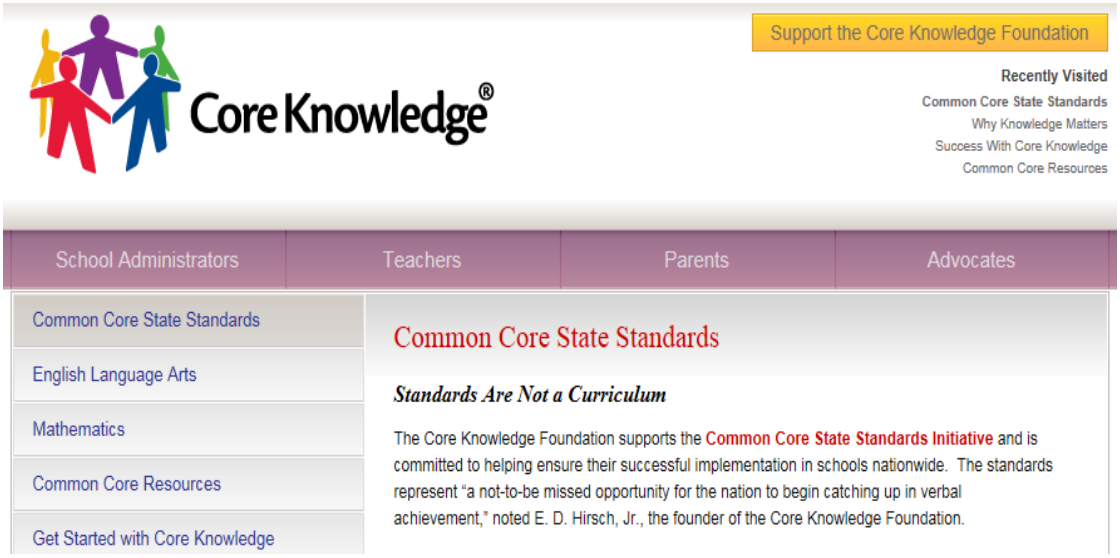
A. All plants and animals, including humans, are alike in some ways and different in others.

B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.

C. Humans can better understand the natural world through careful observation.

BENCHMARK	*PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL*
SC.K.L.14.1: *Recognize the five senses and related body parts.*	
SC.K.L.14.2: *Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.*	
SC.K.L.14.3: *Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.*	**Trees** Investigation 1, Parts 3 and 6, pages 20-22 and 28-30 Investigation 3, Part 4, pages 19-21 **Animals Two by Two** Investigation 1, Parts 1-4, pages 10-29 Investigation 2, Parts 1-4, pages 9-24 Investigation 3, Parts 1-3, pages 8-20 Investigation 4, Parts 1-4, pages 8-23 Investigation 5, Parts 1-4, pages 10-27

Core Knowledge Science is FL Standards compliant.



Cumulative

Core Knowledge

Content is carefully organized so knowledge builds across grade levels:

Kindergarten: The Five Senses
Grade 1: The Human Body
Grade 2: Human Body: Building Blocks and Nutrition
Grade 3: Human Body: Systems and Senses

Knowledge Matters

Core Knowledge

Teaching science *is* teaching reading.
Teaching history *is* teaching reading.
Teaching geography *is* teaching reading.
Teaching art *is* teaching reading.
Teaching music *is* teaching reading.

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade

Science	I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

http://www.coreknowledge.org/mimik/mimik_uploads/documents/23/SequenceataGlance.pdf

Core Knowledge Science content is also available for grades 5-8. Example of Core Knowledge Science content versus FL Standards for Grade 5 is shown below in detail. Grades 6-8 are similar.

Grade 5 Correlation of Core Knowledge® Science and NGSSS Science

Strand	*Florida Standards*	*Core Knowledge Sequence*
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.*		
Science	SC.G.1.2.1.1. understands the various roles of single-celled organisms in the environment. SC.G.1.2.1.2. knows ways in which protists interact with plants and animals in the environment.	**I. Classifying Living Things** • Scientists have divided living things into five large groups called kingdoms, as follows: Plant Animal Fungus (mushrooms, yeast, mold, mildew) Protist (algae, protozoans, amoeba, euglena) Moneran (bacteria, blue-green algae) • Each kingdom is divided into smaller groupings as follows: Kingdom Phylum Class Order Family Genus Species (Variety) • When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things. *Homo sapiens*: the scientific name for the species to which human beings belong (genus *Homo*, species *sapiens*) Taxonomists: biologists who specialize in classification • Different classes of vertebrates and major characteristics: fish, amphibians, reptiles, birds, mammals (review from grade 3) **VII. Science Biographies** Carl Linnaeus
	SC.F.1.2.1.1. understands how body systems interact SC.F.1.2.4.1. uses magnifying tools to identify similar cells and	**II. Cells: Structures and Processes**

Grade 5 Correlation of Core Knowledge® Science and NGSSS Science

Strand	*Florida Standards*	*Core Knowledge Sequence*
		C. **Reproduction** • Asexual reproduction Example of algae Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems • Sexual reproduction by spore-bearing plants (for example, mosses and ferns) • Sexual reproduction of non-flowering seed plants: conifers (for example, pines), male and female cones, wind pollination • Sexual reproduction of flowering plants (for example, peas) Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule) 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 (sprouting of new plant), monocots (for example, corn) and dicots (for example, beans)
	SC.F.2.2.1.1. knows that many characteristics of an organism are inherited from the genetic ancestors of the organism SC.F.2.2.1.2. knows that some characteristics result from the organism's interactions with the environment SC.G.1.2.2.1. understands how changes in the environment affect organisms SC.G.2.2.1.1. knows that adaptations to their environment may increase the survival of a species.	**IV. Life Cycles and Reproduction** A. **The Life Cycle and Reproduction** • Life cycle: development of an organism from birth to growth, reproduction, death Example: Growth stages of a human: embryo, fetus, newborn, infancy, childhood, adolescence, adulthood, old age • All living things reproduce themselves. Reproduction may be asexual or sexual. 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. B. **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 **VII. Science Biographies** Ernest Just

Grade 5 Correlation of Core Knowledge® Science and NGSSS Science

Strand	*Florida Standards*	*Core Knowledge Sequence*
		V. The Human Body **A. Changes in Human Adolescence** • Puberty Glands and hormones (see below, Endocrine System), growth spurt, hair growth, breasts, voice change **B. The Endocrine System** • The human body has two types of glands: duct glands (such as the salivary glands), and ductless glands, also known as endocrine glands. • Endocrine glands secrete (give off) 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 (which can be controlled) • Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing **C. 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
	SC.A.1.2.1.1. uses metric tools to determine the density and volume of materials. SC.A.1.2.2.1. knows that matter is conserved during heating and cooling. SC.A.1.2.4.1. knows that different materials can be physically combined to produce different substances. SC.A.1.2.4.2. knows the differences and similarities between mixtures and solutions. SC.A.1.2.5.1. knows that materials made by chemically combining two or more substances have properties that differ from the original materials.	**VI. Chemistry: Matter and Change** **A. Atoms, Molecules, and Compounds** • Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge) • 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: water H_2O salt NaCl

Grade 5 Correlation of Core Knowledge® Science and NGSSS Science

Strand	*Florida Standards*	*Core Knowledge Sequence*
	SC.B.1.2.6.1. knows that some materials conduct heat better than others.	carbon dioxide CO_2 **B. 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 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 **C. Chemical and Physical Change** • Chemical change changes what a molecule is made up of 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 changes 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. Science Biographies** Percy Lavon Julian
	SC.D.1.2.1.1. knows that rocks are constantly being formed and worn away. SC.D.1.2.3.1. understands how atmospheric pressure affects the water cycle. SC.D.1.2.4.1. understands how eroded materials are transported and deposited over time in new areas to form new	*Review from Core Knowledge Grade 4*

Core Knowledge Science content available for grades 5-8. Grade 5 has been shown in detail. Samples for grades 6-8 follow.

Science (Grades 6-8) Correlation of Core Knowledge® and Sunshine State Standards

Grade	*Florida Standards*	*Core Knowledge Sequence*
Grade 6	**Big Idea 6: Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.** SC.6.E.6.1 Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition. SC.6.E.6.2 Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	**I. 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 25 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 (5-10 centimeters) 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 Energy released is measured in the Richter scale; each unit increase on the Richter scale represents a tenfold increase in energy released. • Volcanoes usually occur where plates are pulling apart or coming together, but some occur at holes (hot spots) in the

Grade	*Florida Standards*	*Core Knowledge Sequence*
Grade 7		plus the discovery of neutrons, helped explain the Periodic Table: atomic number, atomic weight, and isotopes. **VI. Science Biographies** Dmitri Mendeleev
	Big Idea 11: **A. Waves involve a transfer of energy without a transfer of matter.** **B. Water and sound waves transfer energy through a material.** **C. Light waves can travel through a vacuum and through matter.** **D. The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.** SC.7.P.11.1 Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.	**II. 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. O_2 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. Example: 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. • Covalent bond Some atoms share electrons in a definite way, making them very stable and unreactive. Examples are H_2 and O_2. Carbon, which can take up or give away 4 electrons in covalent bonds, can help make molecules that can adopt almost any shape. It is the basis of life. • Kinds of reactions Oxidation: a chemical reaction that commonly involves
Grade 8	**cellular respiration).** **C. Matter and energy are recycled through cycles such as the carbon cycle.** SC.8.L.18.1 Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen. SC.8.L.18.2 Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide. SC.8.L.18.3 Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment. SC.8.L.18.4 Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.	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 CO_2. Plant photosynthesis uses up CO_2 and releases oxygen. • Energy in animals: respiration Animal chemical reactions do the opposite of plants—they use up oxygen and release CO_2. 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 CO_2, 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 for humans (review); identification of the food groups in terms of fats, carbohydrates, proteins, vitamins, and trace elements

SOCIAL STUDIES

School's Curriculum Providers Are in Alignment with FL Standards

Core Knowledge

The Core Knowledge History & Geography Program provides academic content in compliance with Florida Standards Social Studies. FL Standards Social studies are addressed within the Core Knowledge curriculum content.

http://www.coreknowledge.org/mimik/mimik_uploads/documents/950/History%20and%20Geography%20Resources%20K-6.pdf

Core Knowledge®

Core Knowledge History & Geography Resource Recommendations

Thank you for using the *Core Knowledge Sequence* to plan your history and geography instruction.

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
History and Geography	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
History and Geography	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico

http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf

http://www.coreknowledge.org/CCSS

Core Knowledge Sequence

With the prospect that many states will soon embrace a common core of K–12 standards in language arts and math, the future of the American public education system has never looked brighter than right now.

We at the Core Knowledge Foundation fervently believe that our experience over the past twenty years in championing the use of a coherent, cumulative, content-specific curriculum in schools throughout the United States can be of significant value to states and school districts nationwide looking to take the next step forward at this historic moment. The integration of common core standards in language arts and math with a coherent, cumulative, and content rich curriculum holds enormous promise. The Core Knowledge Foundation stands ready to assist states, school districts, and individual schools in taking this step and it is for that very reason that we have decided to disseminate the *Core Knowledge Sequence* as widely as possible at no cost.

Sample curriculum content in Core Knowledge History & Geography for grades **K, 3 & 8** are shown in the following. The entire Core Knowledge History & Geography content by grade may be found at …

http://www.coreknowledge.org/mimik/mimik_uploads/documents/950/History%20and%20Geography%20Resources%20K-6.pdf

History and Geography

History and Geography: Kindergarten

Teachers: In kindergarten, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in Kindergarten is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

World History and Geography

I. Geography: Spatial Sense (working with maps, globes, and other geographic tools)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds, "treasure hunt").

- 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.

II. An Overview of the Seven Continents

Teachers: Help children gain a beginning geographic vocabulary and a basic sense of how we organize and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, coloring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. (for example, penguins in Antarctica; the Eiffel Tower in Europe). Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines (for example, connect Grimm's fairy tales to Europe; voyage of Pilgrims to Europe and North America; story of "Momotaro—Peach Boy" to Asia [Japan]; study of Native Americans to North America).

Note: In later grades, children will continue to learn about all the continents as well as specific countries and peoples.

- Identify and locate the seven continents on a map and globe:
  Asia
  Europe
  Africa
  North America
  South America
  Antarctica
  Australia

American History and Geography

American History and Geography

Teachers: The study of American history begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. 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.

II. Native American Peoples, Past and Present

Teachers: As children progress through the grades of the *Core Knowledge Sequence*, they will learn about many different Native American peoples in many different regions (such as **Pacific Northwest:** Kwakiutl, Chinook; **Plateau:** Nez Perce; **Great Basin:** Shoshone, Ute; **Southwest:** Dine [Navajo], Hopi, Apache, Zuni; **Plains:** Blackfoot, Comanche, Crow, Kiowa, Dakota, Lakota [Sioux], Cheyenne, Arapaho; **Eastern Woodlands:** Huron, Iroquois, Mohican, Delaware [Lenni Lenape], Susquehanna, Massachusett, Wampanoag, Powhatan; **Southeast:** Cherokee, Seminole). In kindergarten, study at least one specific group of Native Americans. You might explore a local or regional tribe or nation, and compare it with one far away.

- 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 and stories
  - –the current status of the tribe or nation

III. Early Exploration and Settlement

A. 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"

B. THE PILGRIMS

- The Mayflower
- Plymouth Rock
- Thanksgiving Day celebration

C. JULY 4, "INDEPENDENCE DAY"

- The "birthday" of our nation
- Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.
- Some people were not free: slavery in early America

IV. Presidents, Past and Present

Teachers: Introduce children to famous presidents, and discuss with them such questions as: What is the president? How does a person become president? Who are some of our most famous presidents, and what did they do that made them famous?

- George Washington
  - The "Father of Our Country"
  - Legend of George Washington and the cherry tree
- Thomas Jefferson, author of Declaration of Independence
- Abraham Lincoln
  - Humble origins
  - "Honest Abe"
- Theodore Roosevelt
- Current United States president

See below, Symbols and Figures: Mount Rushmore; the White House.

V. Symbols and Figures

- Recognize and become familiar with the significance of
  - American flag
  - Statue of Liberty
  - Mount Rushmore
  - The White House

History and Geography

History and Geography: Grade 3

World History and Geography

I. World Geography

Teachers: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Review and reinforce earlier topics, and add new topics as follows:

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles.
- Measure straight-line distances using a bar scale.
- Use an atlas and, if available, on-line sources to find geographic information.

B. GEOGRAPHICAL TERMS AND FEATURES

Teachers: Review terms from grade 1 (peninsula, harbor, bay, island) and grade 2 (coast, valley, desert, oasis, prairie), and add:

- boundary, channel, delta, isthmus, plateau, reservoir, strait

C. CANADA

See also below, American History and Geography II.C: Search for the Northwest Passage.

- Locate in relation to United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities, including Montreal, Quebec, Toronto, Vancouver

D. IMPORTANT RIVERS OF THE WORLD

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), 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

II. The Ancient Roman Civilization

Teachers: Students will study Rome again in grade 6, with a focus on the legacy of ideas from ancient Greece and Rome.

A. GEOGRAPHY OF THE MEDITERRANEAN REGION

- Mediterranean Sea, Aegean Sea, Adriatic Sea
- Greece, Italy (peninsula), France, Spain
- Strait of Gibraltar, Atlantic Ocean
- North Africa, Asia Minor (peninsula), Turkey
- Bosporus (strait), Black Sea, Istanbul (Constantinople)
- Red Sea, Persian Gulf, Indian Ocean

B. BACKGROUND

- Define B.C. / A.D. and B.C.E. / C.E.
- The legend of Romulus and Remus
- Latin as the language of Rome
- Worship of gods and goddesses, largely based on Greek religion
- The Republic: Senate, Patricians, Plebeians
- Punic Wars: Carthage, Hannibal

See also Language Arts 3: More Myths and Legends of Ancient Greece and Rome.

C. THE EMPIRE

- Julius Caesar
  - Defeats Pompey in civil war, becomes dictator
  - "Veni, vidi, vici" ("I came, I saw, I conquered")
  - Cleopatra of Egypt
  - Caesar assassinated in the Senate, Brutus
- Augustus Caesar
- Life in the Roman Empire
  - The Forum: temples, marketplaces, etc.
  - The Colosseum: circuses, gladiator combat, chariot races
  - Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius, destruction of Pompeii
- Persecution of Christians

D. 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

See also Visual Arts 3: Art of Ancient Rome and Byzantine Civilization.

E. THE EASTERN ROMAN EMPIRE: BYZANTINE CIVILIZATION

- The rise of the Eastern Roman Empire, known as the Byzantine Empire
- Constantine, emperor who made Christianity the official religion of Rome
- Constantinople (now called Istanbul) merges diverse influences and cultures.
- Justinian, Justinian's Code

III. The Vikings

See also Language Arts 3: Norse Myths.

- 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

History and Geography

Note: You are encouraged to use timelines to help students place these events in chronological context relative to their prior study in grade 7 of World Wars I and II.

History and Geography: Grade 8

Teachers: In grades K–6, the history guidelines in the *Core Knowledge Sequence* were organized into separate strands on World History and American History. Because the World and American History strands merged chronologically in sixth grade, the *Sequence* presents a unified section on History and Geography in grades seven and eight. Central themes of the history guidelines in grades seven and eight are growth and change in American democracy, and interactions with world forces, particularly nationalism and totalitarianism. Fundamental principles and structure of American government are reviewed in a civics unit in this grade.

The study of geography aims at understanding the spatial relationship between nature and human culture and processes that change environments. Following the main outline of the history curriculum, eighth graders study the Middle East, South Asia, China, Canada, Mexico, and post-Cold War changes. Students should learn locations as well as the relationships between physical and human systems.

I. The Decline of European Colonialism

A. 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 India and South Asia
  - Overview
    - Legacy of British colonial rule: English language, rail system
    - 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
  - India
    - Second most populous country after China
    - Subsistence agriculture
    - Caste system, "untouchables"
    - Delhi, Bombay, Calcutta, Madras
    - Longstanding tension between Hindus and Moslems

B. 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 Jiang (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-dialectal, including Mandarin, Cantonese
  - Hong Kong, special coastal economic zones
  - Taiwan, Taipei

II. The Cold War

A. ORIGINS OF THE COLD WAR

- Post-WWII devastation in 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

B. THE KOREAN WAR

- Inchon, Chinese entry, removal of MacArthur
- Partition of Korea, truce line near the 38th Parallel

C. 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, U.S. moon landing, Neil Armstrong
- American culture in the '50s 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

See also English 8: III.D, JFK's Inaugural Address.

III. 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

See also English 8: III.D, Essays and Speeches, King's "I have a dream" speech and "Letter from Birmingham Jail."

IV. The Vietnam War and the Rise of Social Activism

A. THE VIETNAM WAR

- French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong
- Domino Theory
- U.S. 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)

See also Visual Arts 8: 20th Century Sculpture, Vietnam Veterans Memorial.

B. 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

V. The Middle East and Oil Politics

A. HISTORY

- 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

B. 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

Note: Review from grade 4, World History III.A, Islam.

- 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

Note: It is recommended that you examine with students a map of the world's oil reserves.

- 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
  - Lebanon: Beirut
  - Jordan: Amman
  - Syria: Damascus
  - Iraq: Baghdad
    - Kurdish minority population (also in Turkey and Iran)
  - Iran: Tehran
  - Kuwait
  - Saudi Arabia: Riyadh, Makkah
- Turkey
  - Istanbul (formerly Constantinople)
  - Bosporus, Dardanelles
  - Ataturk Dam controls upper Euphrates River

VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges

A. THE AMERICAN POLICY OF DÉTENTE

- Diplomatic opening to China
- Strategic Arms Limitation Talks
- Jimmy Carter's human rights basis for diplomacy

B. BREAKUP OF THE USSR

- History
  - Arms race exhausts USSR economy, Afghanistan War
  - Helsinki Accord on human rights, Andrei Sakharov
  - Mikhail Gorbachev
  - Solidarity labor movement, Lech Walesa
  - Reunification of Germany, demolition of the Berlin Wall
- Geography
  - Consequences of the breakup of the Soviet Union
    - New European states from former Soviet Union: Belarus, Latvia, Lithuania, Moldova, Ukraine
    - Newly independent Muslim states in Asia (with ethnic 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

C. CHINA UNDER COMMUNISM

- The Cultural Revolution
- Tiananmen Square

D. 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"

E. 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

VII. Civics: The Constitution—Principles and Structure of American Democracy

- Overview of the U.S. Constitution
  - James Madison
  - Founders' view of human nature
  - Concept of popular sovereignty, the Preamble
  - Rule of law
  - Separation of powers
  - Checks and balances
  - Enumeration of powers
  - Separation of church and state
  - Civilian control of the military
- Bill of Rights
  - Amendments protecting individual rights from infringement (1-3)
  - Amendments protecting those accused of crimes (5-8), Miranda ruling
  - Amendments reserving powers to the people and states (9 and 10)
  - Amendment process
  - Amendments 13 and 19
- Legislative branch: role and powers of Congress
  - 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: Supreme Court as Constitutional interpreter
  - Loose construction (interpretation) vs. strict construction of U.S. Constitution
  - Concepts of due process of law, equal protection
  - *Marbury* v. *Madison*, principle of judicial review of federal law, Chief Justice John Marshall

VIII. Geography of Canada and Mexico

- Canada
  - The ten provinces and two territories, Nunavut (self-governing American Indian homeland), Ottawa
  - 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, most Canadians live within 100 miles of U.S.
  - Rich mineral deposits in Canadian Shield, grain exporter
  - U.S. and Canada share longest open international boundary, affinities between neighboring U.S. and Canadian regions
  - North American Free Trade Agreement (NAFTA)
- 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

TCI History Alive

History Alive serves as a supplement to the Core Knowledge History & Geography Program. Reading content amplifies the study of social studies. History Alive is in compliance with Florida Standards Social Studies.

TCI and Common Core Go Together Like PB&J

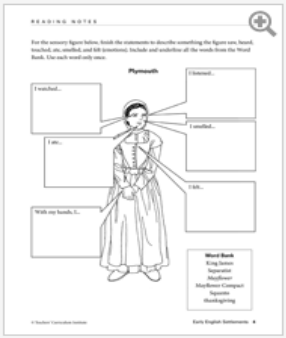
To meet Common Core's goal of developing college and career ready students, you need a curriculum that moves beyond basic recall and memorization. With TCI's rich resources, students read, write, speak, and listen as they master the discipline of social studies in a meaningful way.

See how TCI addresses these key areas of the Common Core:

- Elementary School
- Middle School Lesson

http://www.teachtci.com/programs/middle-school/history-alive-textbook/ancient-world/

Elementary

Key Points from the ELA Common Core	TCI Materials	Images
Reading • Informational and literary texts are balanced with at least 50% of reading time devoted to expository texts. • Establishes a "staircase" of increasing complexity in what students must be able to read as they move throughout the grades. • Emphasizes the close reading of text to determine main ideas, supporting details, and evidence.	Students analyze images and then read complex text about the Early English Settlements of Roanoke, Jamestown, and Plymouth. Students complete reading notes in their Interactive Student Notebook to record key details. A word bank is provided for each settlement to ensure they are using key vocabulary and citing important details and evidence from the text. The main text is accompanied by a Reading Further feature that provides detailed information on a special topic. In this Reading Further, students read about King Philip, the leader of the Wampanoag people, and his decision to go to war against the English settlers. Students complete a cause and effect chart to identify events that lead to the war and the war's impact.	 

Writing

- Three types of writing are emphasized from the earliest grades—writing to persuade, writing to inform/explain, and writing to convey experience.
- Effective use of evidence is central throughout the writing standards.
- Routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.

Students complete three different writing tasks—each with a different purpose, audience and length. Students begin this lesson by writing a narrative on the challenges they would face if they attended school in another country. This quick write is designed to get students thinking about the challenges confronted by the early English settlers in the Americas.

After learning detailed information about the English settlements, students complete a persuasive writing assignment that asks them to create an advertisement that encourages people to move to Jamestown or Plymouth. Students are asked to include specific details about the settlement to ensure that they include facts and evidence from the text. Finally, in the lesson assessment students write a friendly letter describing the conditions at Jamestown.

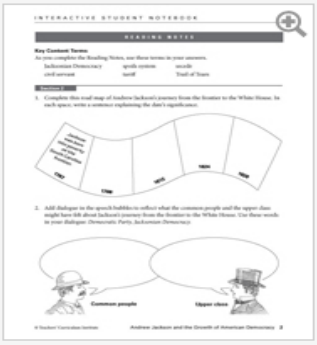
Speaking and Listening

- Participation in rich, structured academic conversations in one-on-one, small-group, and whole class situations is emphasized in the standards.
- Contributing accurate, relevant information; responding to and building on what others have said; and making comparisons and contrasts are important skills for productive conversations.

Opportunities for speaking and listening are embedded throughout this lesson in a variety of ways. Students participate in a whole class discussion to analyze historic images of Roanoke, Jamestown, and Plymouth. After reading the text that corresponds to each image, students participate in a small-group discussion centered on a series of structured questions. And, finally, select students take on the role of one of the historical figures in the image and present key information to the class from the perspective of that person.

Language • Demonstrate command of the conventions of English when writing and speaking. • Acquire and use general academic and domain-specific words. • Focus on developing skills to determine or clarify the meaning of unknown works or phrases.	Key vocabulary terms are introduced at the beginning of the lesson and students complete a vocabulary development assignment, such as the Word Parts Log. This log trains students to break down words to infer meaning. An Editing and Proofreading Checklist is included to help students create writing that is free of errors.	 Word Parts Log  Writing Process Checklist for Stories, Steps, or Events

Middle School

Key Points from the ELA Common Core	TCI Materials	Images
Reading • Emphasizes citing specific textual evidence that supports analysis and requires students to draw inferences and determine central ideas or themes. • Establishes a scaffolding effect of increasingly complex reading material. • Integrate and evaluate diverse content and analyze how specific portions of text relate to each other and the whole.	Students work to complete a timeline challenge using critical thinking to review the main events and ideas of launching a new republic. Students will then read aloud and discuss their timeline entries identifying key information they found in the text and identifying areas for further research. Next, students use their reading notes to complete a visual discovery activity designed to help them identify the Essential Question: *How well did President Andrew Jackson promote democracy?*	 INTERACTIVE STUDENT NOTEBOOK READING NOTES

Writing • Three types of writing are emphasized—writing to persuade, writing to inform/explain, and writing to convey experience. • Routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized. • Effective use of evidence is central throughout the writing standards. • Development, organization, and style of writing are strengthened through planning, revising, editing, rewriting.	Students read detailed information about Jackson's policy of forced removal of American Indians, then complete a "letter to the editor" using persuasive writing to protest the removal of The Cherokees. Students are asked to use specific evidence from the text regarding the physical and emotional hardships the Cherokee people faced during this time. Students create written dialogue to reflect the feelings of the common people and upper class regarding Jackson's journey from the frontier to the White House. Finally, students create a commemorative plaque and a "wanted" poster to evaluate how well Andrew Jackson promoted democracy. This writing exercise assists students with analyzing and identifying the positive and negative contributions of Jackson to American democracy.	 INTERACTIVE STUDENT NOTEBOOK **Writing a Letter to the Editor**  INTERACTIVE STUDENT NOTEBOOK PRESIDENCY
Speaking and Listening • Participation in a range of conversations and collaborations including one-on-one, small-group, and whole class discussions and presentations. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Students are introduced to the lesson by listening to a folk song written for Jackson's campaign, and answering a series of structured response questions. Students then participate in a whole class discussion to analyze and bring to life images of key events in the presidency of Andrew Jackson. Finally, students work in groups to take on the role of farmers and bankers and present key information to the class from the perspective of their characters.	 INTERACTIVE STUDENT NOTEBOOK Andrew Jackson and the Growth of American Democracy *How well did President Andrew Jackson promote democracy?* PRESIDENCY  STUDENT HANDOUT Creating Act-It-Outs About Jackson's Presidency
Language • Demonstrate command of the conventions of English when writing and speaking. • Demonstrate independence in gathering vocabulary knowledge and determining the meaning of unknown words and phrases.	Key vocabulary terms are introduced at the beginning of the lesson. Students incorporate key terms in Reading Note responses. Students clarify the meaning of unfamiliar terms, and develop understanding of their context during a vocabulary development exercise.	 Vocabulary Development

New York State Selects TCI Social Studies Alive

A search of the literature on common core standards and TCI Social Studies Alive finds compliance with the standards and leads to education excellence.

The Syracuse City School District has currently adopted the New York State Social Studies Standards which are also aligned to the National Framework for Social Studies otherwise known as the College, Career and Civic Ready Framework (C3). The SCSD Framework for Social Studies is known as The Framework for Active Citizenship. Though the Framework focuses on grades K-5, a Pre-K component is also available. SCSD teachers utilize the Social Studies Alive! Program to support social studies instruction. This program is aligned to our framework and the Common Core Learning Standards for ELA and History/Social Sciences.

Rationale For using *Social Studies Alive!* Program by TCI

The SCSD Social Studies curriculum is supplemented by the use of Social Studies Alive! instructional resources. After evaluating the leading Social Studies programs, we determined that TCI's Social Studies Alive! was most closely aligned to our programmatic tenets. The following document at the link above explains this.

http://www.ssmatters.com/k-3-academic-program.html

Michigan Department of Education

The Michigan Department of Education conducted a study on the curriculum materials on the top ~30 performing MI charter schools. In the area of social studies, more than half of the charter schools were employing TCI Social Studies Alive.

Curriculum materials	Publisher	Grades
Social Studies Alive; Geography Alive; History Alive; My World Social Studies; TCI online and TCI interactive	Teachers' Curriculum Institute	All grades

http://www.michigan.gov/documents/mde/Curriculum_at_High_Performing_PSAs_449218_7.pdf

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