SUNRISE MIDDLE SCHOOL
A California Public Charter Middle School

Submitted to
The Santa Clara County Board of Education

For the term July 1, 2019 through June 30, 2024

For further information, please contact:
Teresa Robinson, lead petitioner
(408) 659-4785

SUNRISE MIDDLE SCHOOL
1149 E. Julian St., San Jose, California 95116
(408) 659-4785

September 26, 2018

Mary Ann Dewan, Ph.D.
County Superintendent of Schools
Santa Clara County Office of Education
San Jose, California

Dear Dr. Dewan,

The school board members, staff, parents and students of Sunrise Middle School are very grateful that the Santa Clara County Board of Education extended our charter for another five years in 2014 and that the County Office staff has provided strong support to our school so that it could become the school that it is today. We are excited about how far we have come in the past five years and are very enthusiastic about the positive changes that will be made over the next five years.

It is with this enthusiasm that we are presenting to you a petition for charter renewal for another five years. This term is for July 1, 2019 through June 30, 2024.

We are happy to work with your staff to address any concerns that you, the staff or board members may have. It is best to contact me by phone, 408.206.4779, or by email, teresa@sunrisemiddle.org.

Sincerely,

Teresa Robinson
Director/Principal and Lead Petitioner

Santa Clara County Office of Education

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☐
On Appeal	☐

Education Code § 47605

Jon R. Gundry, County Superintendent of Schools

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Sunrise Middle School	Name: Teresa Robinson	**Petition Received:**	
Location of Proposed School(s): 1149 E. Julian St.	Title: Director/Principal	**Public Hearing:** (30 days from receipt)	
Grade Level: 5-8	Phone/Cell: 408.206.4779	**Board Decision:** (60 days from receipt)	
District of Proposed Charter School: SJUSD/SCCOE	Email: teresa@sunrisemiddle.org	☐ **30 day extension granted** (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(6)	Yes	No	N/A	Page
❒	The charter school presents a sound educational program?	☐	☐	☐	29-66
❒	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	96-100
❒	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	6
❒	The initial review finds that the petition has included all of the required elements (A-P)?	☐	☐	☐	4
❒	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☐	☐	☐	7
	REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	**Yes**	**No**	**N/A**	**Page**
	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	• 50% of parents/guardians of number of students expected to attend	☐	☐	☐	n/a
	OR				
	• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☐	n/a
	NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	**Yes**	**No**	**N/A**	**Page**
❒	The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The department (California Department of Education) • State Board of Education	☐	☐	☐	139
	REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)	**Yes**	**No**	**N/A**	**Page**
❒	Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	☐	☐	☐	6

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:

❒ *Required to be included in charter petition and/or Memorandum of Understanding.*

❒ *Applies to Petition Renewals*

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4	Yes	No	N/A	Page
❒	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	☐	App. L,M
❒	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	☐	6
❒	Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	☐	☐	☐	67-87
❒	Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits.	☐	☐	☐	135, 138
❒	Inspections or observations of any part of the charter school at any time	☐	☐	☐	138
	Strengths:				
	Areas of Concerns:				
	Conclusions				

	DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)			
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	32-33
	Age, grade levels and number of students	☐		32-33
	• Number of students per class room	☐		32-33
	• Maximum enrollment predicted for school	☐		32-33
	Type of desired student populations	☐		32-33
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	☐		32-33
	• States whether school will enroll students from outside the county	☐		32-33
❒	**2. Attendance**		☐	
	• Describes whether multiple sites will be included	☐		n/a
	• Indicates proposed opening date(s)	☐		n/a
❒	Attendance requirements		☐	
	• Includes length of school day and year	☐		39, App I
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	☐		100
❒	**3. What it Means to be an Educated Person in the 21st Century**		☐	33
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	33-34
	Clear list of general academic skills and qualities important for an educated person	☐		33-34
❒	**4. Description of How Learning Best Occurs**		☐	34-38
	Persuasive instructional design	☐		39-42
	• Broad outline (not entire scope and sequence) of the curriculum content	☐		39-42
	• Description of instructional approaches and strategies	☐		39-42
	• Description of learning environment (e.g. traditional, independent study)	☐		39-42
	Proposed program strongly aligned to school's mission	☐		30-31
	Affirmation or description of curriculum aligned to student performance standards	☐		39
	Outline of plan or strategy to support students not meeting pupil outcomes	☐		43-44
	Instructional design or strategies based upon successful practice or research	☐		33-38
	Instructional strategies for special education, English learners, etc.	☐		43-63
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		39-41
	Educational Program describes professional development for teachers	☐		42,AppA

	Minimal instructional time	☐		39,App.I
	Includes school calendar	☐		App. I
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	n/a
❒	**6. English Learner Services**		☐	44-51
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	44
❒	Staff members providing English Learner Services are appropriately credentialed.		☐	44
❒	A description of the manner in which students are identified as requiring English Learner Services		☐	45-46
❒	A description of the process for reclassification of English Leaners		☐	49-51
❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☐	46
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	47-48
❒	Petition tells how English Learners will be reclassified and how English Learners will be monitored		☐	49-51
	Strengths:			
	Areas of Concerns			
	Conclusions			
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052**		☐	38,Element 2
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	67-71
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☐	38, 67-71
	❒ A. Conditions of Learning	☐		67-69
	(Priority 1) Basic Needs	☐		67-68
	(Priority 2) Implementation of State Standards	☐		68-69
	(Priority 7) Course Access	☐		68-69
	❒ B. Pupil Outcomes	☐		68-71
	(Priority 4) Pupil Achievement (College and Career)	☐		69-70
	(Priority 8) Other Pupil Outcomes	☐		68-71
	❒ C. Engagement	☐		70-71
	(Priority 3) Parental Involvement	☐		70-71
	(Priority 5) Pupil Engagement	☐		70-71
	(Priority 6) School Climate	☐		70-71
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	☐		67-71
	❒ Racial/Ethnic groups	☐		67-71
	❒ Low-income students, including homeless students	☐		67-71
	❒ English learners	☐		67-71
	❒ Students with disabilities	☐		67-71
	❒ Foster youth	☐		67-71
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☐	n/a
	If serving high school students, describes how district/charter school informs parents of:	☐		n/a
	❒ Transferability of courses to other public high schools; and	☐		n/a
	❒ Eligibility of courses to meet college entrance requirements	☐		n/a

❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		n/a

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	**72-73**
	How pupil outcomes will address state content and performance standards in core academics.	☐		72-73
	Exit outcomes include acquisition of academic and non-academic skills.	☐		30-31,33-34
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		67-71
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		73
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		34
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☐		n/a
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		73
	If high school, graduation requirements defined.	☐		n/a
	If high school, WASC accreditation standards addressed.	☐		n/a
❒	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter**		☐	**69,73**
❒	Statement that pupil achievement measurements will include the elements listed below:		☐	72,73
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	67-71
❒	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☐	72-73
❒	(B) The Academic Performance Index, as described in Section 52052		☐	n/a
❒	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		☐	n/a
❒	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.		☐	24

❒	(E) The English learner reclassification rate.	☐	24-26
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	☐	n/a
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	☐	n/a
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
❒	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	☐	n/a
❒	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	☐	n/a
❒	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	☐	n/a
❒	4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.	☐	n/a
❒	5) Qualified for an alternative accountability system (EC 52052)	☐	n/a

Strengths:

Areas of Concern:

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☐		72,73
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		72,73
	Chosen assessments are appropriate for standards and skills they seek to measures	☐		72,73
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		72,73
	Describes minimal required performance level necessary to attain each standard	☐		72,73
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		72,73
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☐	**72,73**
❒	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☐	72,73
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		☐	72,73
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	72,73
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	72
❒	(E) Committed plan to share performance information with students, families and public agencies		☐	72

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☐	93-95
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	88-93
	• Size/composition of board	☐		88-93
	• Board committees or advisory councils	☐		88-93
	• Board's scope of authority/responsibility/conflict of interest	☐		88-93
❒	Status as a non-profit or public school		☐	88
❒	If non-profit, provisions for liability of debts		☐	88
	Has set of, proposed bylaws, policies or similar documents	☐		88-92
	Initial governing board members identified by name or the process used to select them	☐		88-92
	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☐		90
❒	Demonstrates compliance with Brown Act		☐	88
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	90

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not in an independent LEA for special education purposes		☐	54
❒	Consulted with the Santa Clara County SELPA Director		☐	51-62
	• Discussed special education responsibilities of charter	☐		51-62
	• Discussed application of SELPA policies	☐		51-62
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	53-54
	• Includes fiscal allocation plan	☐		53-54
❒	If charter not an independent LEA:		☐	n/a
	• Clarifies in charter the responsibilities of each party for service delivery	☐		n/a
	❒ Referral	☐		n/a
	❒ Assessment	☐		n/a
	❒ Instruction	☐		n/a
	❒ Due Process	☐		n/a
	❒ Agreements describing allocation of actual and excess costs	☐		n/a
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		n/a
❒	If charter is LEA within County SELPA		☐	n/a
	• Notifies SELPA Director of intent prior to February 1st of the preceding school year	☐		n/a
	• Located within SELPA geographical boundaries	☐		n/a
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		n/a
	• Provides assurances that all be instructed in safe environment	☐		n/a
	• Provides copy of original charter petition and any amendments	☐		n/a
	• Responsible for any legal fees relating to application and assurances process	☐		n/a
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		n/a
	• Meets the terms of all SELPA policies and procedures	☐		n/a
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		n/a
❒	Petition includes the following assurances:		☐	53-54
	• The charter will comply with all provisions of IDEA	☐		53
	• No student will be denied admission based on disability or lack of available services	☐		53-54
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☐		55
❒	Staff members providing special education services are appropriately credentialed		☐	52,60
❒	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☐	62
❒	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		☐	53
❒	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☐	54
❒	Specialized instruction and services available at the school		☐	52,53
❒	The provision of Designated Instruction and Services (DIS)		☐	57
❒	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	61,62
❒	The procedures for ensuring that students are referred, assessed and served in a timeline manner		☐	54-56
❒	A description of the school's "Search and Service" procedures		☐	54-59
❒	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☐	61

❒	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	54
	Overview of how special education funding and services will be provided by:	☐		54
	• Charter School	☐		54
	• Charter Granting Agency	☐		54
	• SELPA			54
❒	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	59

ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
❒	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		62,63
❒	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☐		62,63
❒	All staff members providing services to the student are familiar with the identified needs of the student	☐		62,63
❒	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		62,63
❒	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☐		62,63

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		96-100
	Process for staff selection	☐		96-100
	Procedure for adequate background checks	☐		96
	Salaries and benefits for all employees	☐		127
	Measures of assessment of performance	☐		96
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		96-100
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Identifies whether these teachers will teach only within the restrictions of their credentials		☐	99
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	☐		99
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	☐		99-100
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		100
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	☐		96
	Explains how teachers will learn the curricula	☐		99-100

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☐	101
	Outlines specific health and safety practices addressing such key areas as:	☐		101-104
	• Seismic safety (structural integrity and earthquake preparedness)	☐		102,103, App G
	• Natural disasters and emergencies	☐		102,103,App G
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		101-104
	• Tolerance for use of drugs and/or tobacco	☐		103
	• Staff training on emergency and first aid response	☐		102,103,AppG
	• Description of the charter school's safety plan and disaster preparedness plan	☐		App G
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		101-104, App G
❒	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		☐	101

Strengths:

Areas of Concern:

Conclusions

G	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	☐		105
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	☐		105

Strengths:

Areas of Concern:

Conclusions

H	Admissions Requirements	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	106
❒	No contradiction of admissions requirements *re: conversion schools and public random drawings* • Describes how random drawing will be conducted		☐	107-108
	Clearly describes admissions requirements, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference	☐		107
	Includes a copy of an annual parent/student contract, if available	☐		n/a

	Proposed admissions and enrollment process and timeline	☐		107,108

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	☐		109
	Qualifications of independent auditor	☐		109
	Audit will employ generally accepted accounting procedures	☐		109
	Describe specific scope of audit	☐		109
	Timing of audit and whom it will be sent to	☐		109
	Process for resolving audit exceptions to satisfaction of granting agencies	☐		109
	Describes manner in which the audit will be made public	☐		
	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			
	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)			
	Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding)			
	Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board			

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	☐		113
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		113
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	☐		114-126
	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		109-114
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	☐		114-126
	(B) Identify the procedures by which pupils can be suspended or expelled.	☐		114-126
	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	☐		109-126
	(D) Provide evidence that in preparing the lists of offenses specified in	☐		114-126

	subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).			
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	☐		114-126
	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		124,125
	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		124,125
	Describes appeal procedures	☐		124,125
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	☐		125
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		126
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		109-126
	Explains how resident school district or COE will be involved in disciplinary matters	☐		125
Strengths:				
Areas of Concern:				
Conclusions				

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	126
	Relationship between teachers and district/county bargaining unit	☐		127
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		127
	Labor procedures which will be applied to employees	☐		127
	Process for resolving complaints/grievances	☐		131
	Process for ensuring due process	☐		131
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		126
	Process for staff recruitment, selection, evaluation and termination	☐		127
	Procedure for processing and monitoring credentials if required	☐		127
Strengths:				
Areas of Concern:				
Conclusions				

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
❒	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☐	128
Strengths:				
Areas of Concern:				
Conclusions				

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district		☐	129

	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	☐		127
	Whether and how charter school staff may resume employment within the district	☐		129
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		127
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	☐		129
	How employees will be paid (e.g. salaried, hourly, etc.)	☐		salary
	Describes employee benefits	☐		127
	Identifies intended employment status of charter school employees	☐		127
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	☐		127
	Describes how rights will be communicated to prospective employees	☐		127

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	☐		130,131
	Process indicates whether it is binding on school or granting agency/fair process	☐		130,131
	Step by step process for identifying/framing dispute points	☐		130,131
	• Whether internal charter disputes may be brought to granting agency	☐		130,131
	• Identifies specific parties to be involved at each step	☐		130,131
	• Basic rules at each step	☐		130,131
	• Which results are binding	☐		130,131

Strengths:

Areas of Concern:

Conclusions

O	Labor Relations	Evidence	Addressed in Petition	Page
❒	Whether charter or local school district will be employer for EERA purposes		☐	127
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	☐		127
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	☐		127
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or country collective bargaining agreement	☐		127
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	☐		127

Strengths:

Areas of Concern:

Conclusions

P	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes	☐		132-134
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	☐		132-134
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the	☐		132-134

event employees seek employment in the district/county			

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
☐	Outlines an adequate process to be used if the charter school closes		☐	136,137
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	☐		136,137

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
☐	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		☐	137

Strengths:

Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
	• First year operational budget includes:		☐	n/a
	• Start-up costs	☐		n/a
	• Cash flow for first three years	☐		n/a
	• Financial projections for first three years	☐		n/a

Strengths:

Areas of Concern:

Conclusions

iv	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	☐		App L
	• Number of staff	☐		App L
	• Teacher/student ratio	☐		App L
	• Facilities needs	☐		App L
	• Whether the charter school will participate in the National School Lunch Program	☐		App L
	• Costs of all major items are identified and within reasonable market ranges	☐		App L
	• Revenue assumptions in line with state and federal funding guidelines	☐		App L
	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		App L
	• Timeline allows window for grant applications to be submitted and funded	☐		App L

Strengths:

Areas of Concern:

Conclusions

v	Start-Up Costs	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	☐		n/a
	• Staffing	☐		n/a
	• Facilities	☐		n/a
	• Equipment and Supplies	☐		n/a
	• Professional Services	☐		n/a
	• Assumptions in line with overall school design plan	☐		n/a
	• Identifies potential funding source that could or would fund these costs	☐		n/a
	• Timeline allows for grant and fundraising	☐		n/a

Strengths:

Areas of Concern:

Conclusions

vi	Annual Operating Budget	Evidence	Addressed in Petition	Page
	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		App L
	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		App L
	• Expenditure assumptions reflect school design plan	☐		App L
	• Expenditure assumptions reflect prevailing or market costs	☐		App L
	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		App L
	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		App L
	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐		App L
	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		App L
	• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement	☐		App L
	• Expenditure sufficient for reasonably expected legal services	☐		App L
	• Expenditure for Special Education excess costs consistent with current experience in county	☐		App L
	• Description of all insurance the charter school will purchase, complete with annual cost	☐		App L

Strengths:

Areas of Concern:

Conclusions

vii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		App L
	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		App L
	• Show positive fund balance each month and/or identify sources of working capital	☐		App L

Strengths:

Areas of Concern:

Conclusions

viii	Long-term Plan	Evidence	Addressed	Page

			in Petition	
•	Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		App L
•	Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		App L
•	Revenue assumptions based on reasonable student growth projections	☐		App L
•	Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		App L
•	Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		App L
Strengths:				
Areas of Concern:				
Conclusions				

ix	District Impact Statement	Evidence	Addressed in Petition	Page
•	Does the charter include an impact statement?	☐		136,137
•	Provides estimated numbers of students anticipated to enroll	☐		32
•	Identify whether or not will request district-owned facilities	☐		136,137
Strengths:				
Areas of Concern:				
Conclusions				

x	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
•	Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	☐		136
	○ If not, does the Petition demonstrate any basis for an exception	☐		n/a
•	Does the Petition identify where the school will operate	☐		136
•	Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	☐		?
Strengths:				
Areas of Concern:				
Conclusions				

xi	Annual Financial Report	Evidence	Addressed in Petition	Page
•	Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction.	☐		135, App M
Strengths:				
Areas of Concern:				
Conclusions				

xii	Facilities / Transportation	Evidence	Addressed in Petition	Page
•	Specify where school intends to be located and describes facilities to be used by the charter school.	☐		136
•	Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation.	☐		136
•	Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		136
•	Transportation arrangements, if any. (Note that if charter schools provide	☐		n/a

	transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)			
Strengths:				
Areas of Concern:				
Conclusions				

xiii	Insurance Coverage	Evidence	Addressed in Petition	Page
	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☐		137
	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☐		137
Strengths:				
Areas of Concern:				
Conclusions				

SUNRISE MIDDLE SCHOOL CHARTER RENEWAL PETITION

REDLINE VERSION - Differences between the 2014-2019 charter renewal petition and the 2019-2024 renewal petition

These are the main differences between our two renewal petitions. We did not prepare a redline comparison of the old charter petition per se, as we rewrote most of that petition and a redline would not help the Santa Clara County Office of Education identify any differences between the petitions. We were advised we could instead state what is different between the two renewal petitions, which we have identified below.

THE MAIN DIFFERENCES:

Standards for Charter Renewal:

The Executive Summary of our renewal charter petition summarizes how we meet the standards for charter renewal under Education Code Section 47605 and 47607 that are now applicable given that the Academic Performance Index (API) was suspended in 2013, and it incorporates the new academic achievement standards for charter renewal under Education Code Section 52052.

We also updated this section to summarize our increases in academic achievement for all groups of students school-wide, among numerically significant student groups, and in comparison with the district-operated schools that our students would otherwise attend and district-wide performance.

Changes to Charter Petition Requirements:

The first paragraph(s) of each element quote and cite the language from Education Code Section 47605(b)(5) that was updated by AB 1360 and AB 830, and we satisfy the new legal requirements in our petition as follows:

- Element 1 now describes our annual goals for all students and student subgroups to achieve the state priorities from Education Code Section 52060 (now required by Ed. Code § 47605(b)(5)(A)). The descriptions of how those goals and student outcomes are implemented and measured are provided in Elements 2 and 3 (as required by Ed. Code § 47605(b)(5)(B)-(C)).

- Element 8 implements the new charter school admission policies and procedures from AB 1360 (required by Ed. Code § 47605(b)(5)(H), and codified in § 47605(d)). Admission preferences may be approved in charter petitions on a case-by-case basis, and the preferences listed in our petition are consistent with the preferences enumerated in Education Code Section 47605(d)(2)(B). We also state in our petition that any changes to those preferences must be approved in our charter petition in accordance with the requirements of Education Code Section 47605(d)(2)(B).

- Element 10 incorporates the new requirements for suspensions, expulsions, and involuntary removals from AB 1360 (now part of Ed. Code § 47605(b)(5)(J)).

- We affirm that parental involvement is not required for enrollment, or continued enrollment, at Sunrise (as required by Ed. Code § 47605(n)) in Element 8, we affirm that any new admissions preferences shall not be based on parental involvement in the Random Public Drawing section of Element 8, and we address our notice to parents in the Parental Involvement section of Element 4 (Governance).

- Our school closure procedures are now described in Element 15 (pursuant to Ed. Code § 47605(b)(5)(O)), rather than Element 16, because the requirement that Sunrise be the exclusive public school employer of our employees (under Ed. Code § 47605(b)(6)) has moved from Element 15 up to the Affirmations and Assurances pages.

Assessments:

In the old charter we said we would use Scantron for local testing. We now use NWEA MAP since it is more widely accepted and since it seems more aligned to the state CAASPP tests.

Sunrise's scores on the state CAASPP replace those on STAR and have increased dramatically.

Similarly, the ELPAC has recently replaced the CELDT test for English Learners.

Academics:

In the old charter we said we would offer ten hours of English and ten hours of math each week to our students. We currently give our students eight hours of instruction in each of these subjects, in addition to two hours weekly of Learning Lab, which is primarily math and reading, and two hours of Project Based Learning, which incorporates all of the core subjects, but mainly English and social studies.

We are adding an emphasis on the 4Cs – or rather, seven 21st Century skills. We are slowly integrating the following skills into our program:
1. Critical thinking
2. Creativity
3. Communication
4. Self Initiation
5. Leadership
6. Collaboration
7. Conflict resolution

We now are using different instructional materials in English, Math and Science. English and math continue to be aligned to CCCS, and Science is aligned to NGSS.

LCAP:

We have very different LCAP goals, as the 2014-2019 charter petition was written before we even had an LCAP. The 2019-2024 petition incorporates the goals in our latest LCAP for all students and for each subgroup of students, which are aligned to the state priorities, in Element 1. The measurable outcomes for each of these goals are described in Element 2. The methods we use to track the measurable outcomes are described in Element 3.

Special Education

The manner in which we provide special education services has not changed—we remain our own LEA and participate in the El Dorado SELPA. However, we have included a more detailed description of our special education program and services in the renewal petition to demonstrate our compliance with applicable laws and SELPA requirements.

Element 4 – Governance Changes:

We have added an emphasis on our ELAC and our School Site Council under Element 4 – Governance. These groups are becoming more knowledgeable of the inner workings of the school and better able to offer sound advice on spending and program priorities.

Also under Element 4 – Our Board now meets every month instead of every other month, and some of our Board members are new.

Also, the make-up of the school's administration team has changed from a director/principal and education director to a director/principal, two assistant principals, and an ELA/ELD lead. The Director/Principal has now delegated some duties. The addition of the annual LCAP is a major new duty for all.

Also in this section, our previously occasional parent trainings are now quite regular. We are offering morning and evening parent education / support groups in Spanish as well as evening parent education / support groups in English.

We also now hold parent/teacher/student conferences twice a year – in November and March.

New Programs:

We have added several new programs since the latest charter renewal petition:

1. Four-week, all-day academic and recreational summer program
2. 21-day annual challenges focusing on kindness, gratitude and living fearlessly
3. On-site counselors
4. PBIS/MTSS
5. SCOPE character-building program

6. A youth mentor trained by Peacemakers Inc.
7. University overnight trips

Teacher Qualifications:

Teacher qualifications now require that teachers be in compliance with the Every Student Succeeds Act (ESSA) rather than NCLB.

Professional Development:

We now have a more structured Professional Development plan and engage in far more trainings for our staff.

Suspension/Expulsion:

Our Suspension/Expulsion Policy now defines student violations in more detail and eliminates willful defiance as an act that could lead to suspension or expulsion.
We also have eliminated "zero tolerance" to acts of violence, as we realize middle school students are still learning appropriate behaviors.

Health and Safety:

We have a far more comprehensive section on Health and Safety, which identifies new policies and procedures since our last renewal petition, such as:

- Suicide Prevention Policy because we serve students in Grades 7-8 (as required by Ed. Code § 215);

- We provide feminine hygiene products in at least 50% of our restrooms without charge to students because we serve students in Grade 6 and above and more than 40% of our students meet the poverty threshold (Ed. Code § 35292.6);

- We will cooperate with lead testing of our school water system and provide any needed notices to parents (per AB 746, codified as Health & Safety Code § 116277); and,

- We will not advertise, or participate in incentive programs that reward students with, food or beverages that do not comply with nutritional standards (per AB 841).

We recognize the above policies and procedures are not required to be identified in our petition, but we wanted to demonstrate to the County Office of Education that we are aware of these legal obligations when it reviews our petition.

Admissions and Student Population:

Our section on Admissions Requirements – Element 8 – notes that we have moved our lottery date from spring to December, to match what some other charters have done. This gives us a better idea of who is seriously interested in entering our school the following

year and allows for better planning and organization. We have not yet needed to hold a lottery. We enroll on a first come, first served basis after the lottery date and generally have a very short wait list, as we try to enroll everyone who wants to come to Sunrise.

The number of students at our school has increased from 150 to 247, as we have added one class at each grade level. Class size has increased from an average 25 students to an average 27 students.

Our students are now 88 percent qualifying for the government's free meals program, rather than 98 percent.

We are now requesting the addition of a single fifth grade classroom.

Budget:

Our finances and reserve are far healthier. The budget is updated in the requested format.

Goals and Initiatives:

This section from our 2014-2019 charter no longer exists in the new charter, but is included in the LCAP.

PARTS THAT REMAIN THE SAME OR NEARLY THE SAME AS IN THE 2014-2019 RENEWAL PETITION:

1. Our business / back office operations
2. Elements 7, 9, 11, 12, 13, 14 and 15 (formerly Element 16)

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The following "Table of Contents of Legal Requirements" is provided to assist the Santa Clara County Office of Education ("SCCOE") in establishing that all the elements and legal requirements of Education Code Section 47605 have been met in this charter renewal petition ("Renewal Petition") for Sunrise Middle School ("Sunrise" or "Charter School").

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENT

The Charter Schools Act of 1992, codified as California Education Code Section 47600 *et. seq.* (the "Act"), require each charter school to have a "charter" that sets forth a reasonably comprehensive description of the required elements of charter petitions. (Ed. Code § 47605).

By enacting the Act, the California Legislature intended to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

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

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

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

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

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

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

(Ed. Code § 47601(a)-(g).) The following sections of this Renewal Petition explain how Sunrise Middle School fulfills the requirements of Section 47605 of the Act.

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

AFFIRMATIONS AND ASSURANCES

As a public charter school authorized under the provisions of California Education Code Section 47605 by the SCCOE, Sunrise shall comply with all applicable laws and regulations regarding the operation and governance of public charter schools and the terms of this Renewal Petition. Sunrise affirms that it shall:

(a) Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ed. Code § 47605(c)(1))

(b) On a regular basis, consult with its parents, legal guardians and teachers regarding Sunrise's education programs. (Ed. Code § 47605(c)(2))

(c) Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Ed. Code § 47605(d)(1))

(d) Not charge tuition. (Ed. Code § 47605(d)(1))

(e) Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55, including immigration status, or association with an individual who has any of the aforementioned characteristics). (Ed. Code § 47605(d)(1))

(f) Admit all students who wish to enroll in Sunrise, and who submit a timely application, unless Sunrise receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process, subject to certain preferences, as described in Element 8 of this Renewal Petition. (Ed. Code § 47605(d)(2)(A)-(B)) Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Sunrise in accordance with Education Code Section 47605(d)(2)(C). (Ed. Code § 47605(d)(2) (A) – (C))

(g) If a student is expelled or leaves Sunrise without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days, and, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. (Ed. Code § 47605(d)(3))

(h) Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

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

(j) Be deemed the exclusive public school employer of the employees of Sunrise for purposes of the Educational Employment Relations Act. (Ed. Code § 47605(b)(6))

(k) Ensure that Sunrise teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. (Ed. Code § 47605(l))

(l) Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(5)(c))

(m) At all times maintain all necessary and appropriate insurance coverage.

(n) Comply with any and all other federal, state, and local laws and regulations that apply to Sunrise including but not limited to:

1. Maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. (Ed. Code §§ 47612.5(a))

2. Comply with any jurisdictional limitations to locations of its facilities. (Ed. Code §§ 47605, 47605.1)

3. Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code §§ 47610, 47612(b))

4. Comply with all applicable portions of the Every Student Succeeds Act.

5. Comply with the Public Records Act.

6. Comply with the Family Educational Rights and Privacy Act.

7. Comply with the Ralph M. Brown Act with respect to meetings of the governing board for Sunrise as to the business of the Charter School.

8. Meet or exceed the legally required minimum of school days. (Cal. Code Regs., tit. 5, § 11960)

As the authorized representative of the petitioner, I hereby certify that the information submitted in this Renewal Petition for Sunrise to be located in the boundaries of the San Jose Unified School District is true to the best of my knowledge and belief; I further understand that if renewed, the Charter School will comply with all the assurances listed above.

_____ _____

Teresa Robinson, Lead Petitioner Date
Sunrise Middle School

EXECUTIVE SUMMARY

Sunrise Middle School was founded seven years ago to benefit an underserved community in central San Jose, directly across from San Jose High School. Many students were walking or riding their bikes to the nearest district school because there was no other convenient transportation.

Built on a foundation that was financially weak but strong in heart, the school has flourished into a sought-after institution serving not only the academic needs of its primarily low-income, English Learner students, but also the socio-emotional needs of a vulnerable population plagued by poverty, threat of deportation, neighborhood gang influences, and all the normal social pressures that middle school youth face.

While in the first year, primarily due to economic pressures, Sunrise had among the lowest state test scores in the area, the school now has the highest English Language Arts scores of all the charter and district middle schools in central San Jose, and is about mid-range in math. We continually strive for better as we realize the importance of a strong middle school education for the future success of our students. We believe in our students and their ability to make important changes in their community and the world.

Above all, we believe that our students benefit from a "whole child" education. To this end, we continue to provide daily meditation, 8th grade Challenge Day, free after school and summer programs, league sports, a rich array of elective courses, numerous counseling groups as well as individual counseling, outdoor education, and 21-day challenges focusing on kindness, gratitude and living fearlessly.

We're not stopping there either. This year, 2018-2019, we are adding four more important elements to this well-rounded education:

1. Full implementation of a Multi-Tiered System of Support, including PBIS (Positive Behavior Interventions and Support) and RTI (Response to Intervention), which was begun in the second semester of 2017-2018.

2. A Project Based Learning course designed to empower our students and make their learning more relevant. Our students are learning about and taking action on important social issues such as poverty and nutrition, economic justice, animal rights and self identity. (Please see Appendix F)

3. A mentor trained by the San Leandro-based Peacemakers agency, who will check in with our Tier 2-3 students several times a day, keeping them focused in the classroom, helping them resolve distracting issues with other students and teachers, working with their parents, and assisting the families in finding needed social services. (Please see Appendix J)

4. An on-site counselor three days a week.

We're excited about the improvement that these additional elements will bring to our already strong school culture.

We're also excited about the financial strength we've gained over the past seven years. We have built a healthy reserve through a cautious growth plan that's put the majority of revenue into the classroom and also set some aside each year. Sunrise has managed its public funding diligently during this time growing its fund balance reserve to over 33 percent.

We also are proud of our state and local test results, while we continue to strive for better.

According to the latest state CAASPP results available (spring 2017), our test scores in English Language Arts were the highest among the seven charter and district middle schools in our area. Those scores are now five percentage points higher. The state has not yet publicly released the results; however, our internal results showed that 46 percent of our students were scoring at or above grade level last spring. Additionally, our math scores were about mid-range for the charter and district schools in our area in spring 2017. Last spring those scores rose an additional percentage point; 26 percent of our students were at or exceeding grade level. Due to an error in the state's scoring of 8th grade math tests, that percentage may increase once the results are released publicly.

Our students also are showing strong individual growth on the NWEA MAP test. Approximately 80 percent of our students met or surpassed their growth target in math and reading last year. (Average is 50 percent.)

From Fall 2017 to Spring 2018, the percentage of students scoring *at or above the 50th percentile nationally* increased from 23% to 35% in Math and 31% to 44% in Reading.

There is something we are even more excited about than our test scores – and that's how well our students are able to do in high school and college. The first class of students that was with us all three years graduated from high school last June. Cristo Rey San Jose Jesuit High School accepted a dozen students, or one quarter of that class - everyone from Sunrise who had applied there. A number of these students were still struggling academically, and one still had challenges with substance abuse. However, she and all the others who attended save one are now attending four-year universities, including UCs, with financial aid. Only one will be attending a community college. Similarly, we have more stories from students who participate in San Jose High School's International Baccalaureate program that they, too, gain acceptance into four-year universities, including UCs, with full or near full financial aide. This shows that –

with support from a strong high school – we can launch our students on the path to success in college and career.

We thank the Santa Clara County Office of Education for all of the support and trust it has shown Sunrise over the past five years. We now are now asking the County Office to renew our charter for five more years.

We have 247 students in grades 6-8 and are not seeking to add any more in those grade levels. We recognize that one of the main reasons our students thrive is because they are in a small school with smaller than average class size, and that every adult in the school knows them and cares for them.

However, we are seeking to add a fifth grade class beginning in 2019-20. This is not an attempt to pull students away from San Jose Unified School District elementary schools, but rather, an attempt to respond to requests from our parents and from parents at neighboring charters.

The following is our projected enrollment for the next five years:

5th grade	6th grade	7th grade	8th grade
27	81	81	81

Total: 270

Rationale for a fifth grade class

All other charter middle schools in the central San Jose area have added a fifth grade class over the last few years. The main rationale for this is that, as the onset of puberty has moved earlier and earlier over the past years, the physical, emotional and social needs of fifth grade students are becoming more similar to those of sixth through eighth graders than to those of elementary school children. Middle schools – and Sunrise Middle in particular – caters to these socio-emotional needs of the young adolescent.

Additionally, many parents of fifth graders want their students to start attending a middle school such as Sunrise. They say that their students are not doing as well in their elementary school as they would like to see.

Indeed, state test scores seem to corroborate this information. There is a huge drop in scores from fifth grade to fourth grade, according to the CAASPP scores from the nearest three district and charter elementary schools:

Percentage of students at or above grade level in English and Math:

	School 1		School 2		School 3	
	4th grade	5th grade	4th grade	5th grade	4th grade	5th grade
ELA 2017	52.50%	41.70%	45.10%	45.66%	36.92%	30%
Math 2017	54.70%	41.70%	28.84%	15.22%	19.70%	13.75%

That being said, we are listening to parents when requesting an additional fifth grade classroom. The majority of our students come from district elementary schools, and many parents seem reluctant to withdraw their students before the traditional start of middle school, or sixth grade. We are convinced, however, there are enough parents from nearby charters who do want to send their students to Sunrise and who believe the atmosphere here lends toward a safe and nurturing environment for their young children.

Other than the huge drop in test scores from grade four to grade five, there is at least one other important factor that leads us to determine adding a fifth grade is best for our students.

Middle school teachers and students perceive the school culture as more performance-focused and less task-focused than do elementary teachers and students. Sunrise believes that both performance-focused and task-focused goals are important to helping students succeed. Elementary school teachers use instructional practices that emphasize task goals, and endorse task-focused achievement goals for their students, more than do middle school teachers. This may express a negative attribute if the performance-focused goals are not incorporated in the elementary level.

It is safe to say that a task-focused goal for students is the safest learning method to support students with organization skills, keeping students on track and preparing them for the world; it is also safe to agree that it is not ideal to only focus on this teaching method to younger adolescences. “A number of studies have indicated that the early adolescent years are characterized by a negative change in motivational orientation and a decline in academic performance for a number of children (Eccles & Midgley, 1989).“

When “younger adolescents” (5th graders) continue to be in an elementary level environment, it may suggest that students are less likely to be motivated to be in that school environment. Leading them to not be successful academically that year in the elementary level and eventually may prolong after the transition to middle school. (Eccles & Midgley, 1989).

Entering this new era of technology, students at a much younger age have access and are more expose to adolescent issues. Younger adolescents who

come earlier to middle school begin understanding how performance-focused goals are also important. Sunrise Middle School focuses on both performance-focused and task-focused goals, and this aids the students from feeling the "negative change in motivational orientation." Therefore, students here are less likely to see a decline in the academic performance. (Eccles & Midgley, 1989).

Other studies suggest that underserved students, such as many Sunrise students, in particular benefit from a performance focus – even more than students who are not challenged academically. "Those students even showed a preference for challenging work, has more positive attitudes toward math and school, had higher self-concepts of ability, were more motivated and used more effective learning strategies than did the students who served" as task-focused. (Ames, 1990).

Additionally, middle school students, specifically male students, have the opportunity to be surrounded by more male teachers. At a younger age, male students will already identify that teaching is not only for females however for both genders. Is it safe to argue that when young male students are exposed to male teachers at a younger age, they are less likely to stereotype the education environment as being for females. Even though, the number of female teachers continues to be higher in both cases in elementary and middle school, there is still a higher amount of middle school male teachers in comparison to elementary school teachers displayed.

"Differences Between Elematary and Middle School Teachers and Students: A goal Theory Approach" Midgley, Carol; Anderman, Eric; Hicks, Lynley

"Individual Differences in the Effects of Educational Transitions on Young Adolescent's Perceptions of Competence and Motivational Orientation" Harter,S; Rumbaugh Whitesell, N; Kowalski, P

Ames, C. The relationship of achievement goals to student motivation in classroom settings. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Sunrise Middle Exceeds the Standards for Charter Renewal

The standards for charter renewal are found in California Education Code Sections 47605 and 47607. A charter school "shall" meet at least one of four minimum criteria set forth in Education Code Section 47607(b) prior to receiving a charter renewal. However, three of the four criteria are based on the Academic Performance Index (API) system that the California Legislature suspended in 2013, and no longer apply as renewal standards. We therefore focus on the fourth criteria:

> "…the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well

> as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

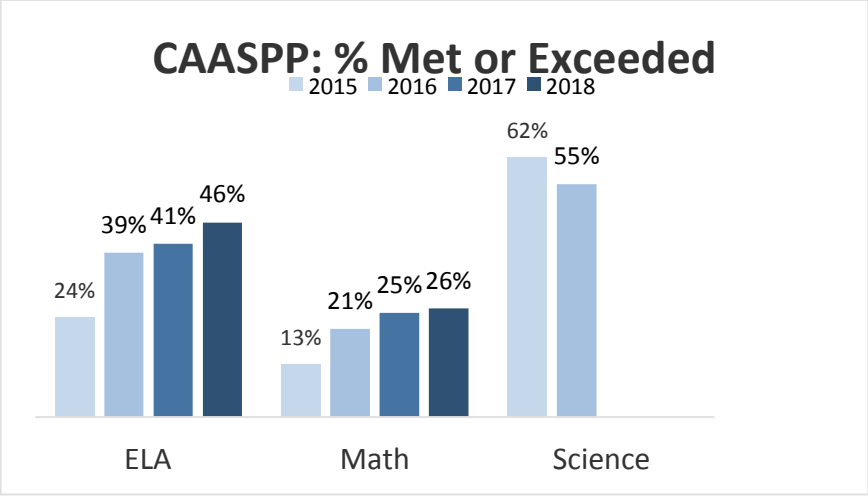
Further, as a result of the suspension of API, the Legislature provided a new charter renewal standard as it relates to academic achievement in Education Code Section 52052(e)(4):

> "Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among numerically significant pupil groups."

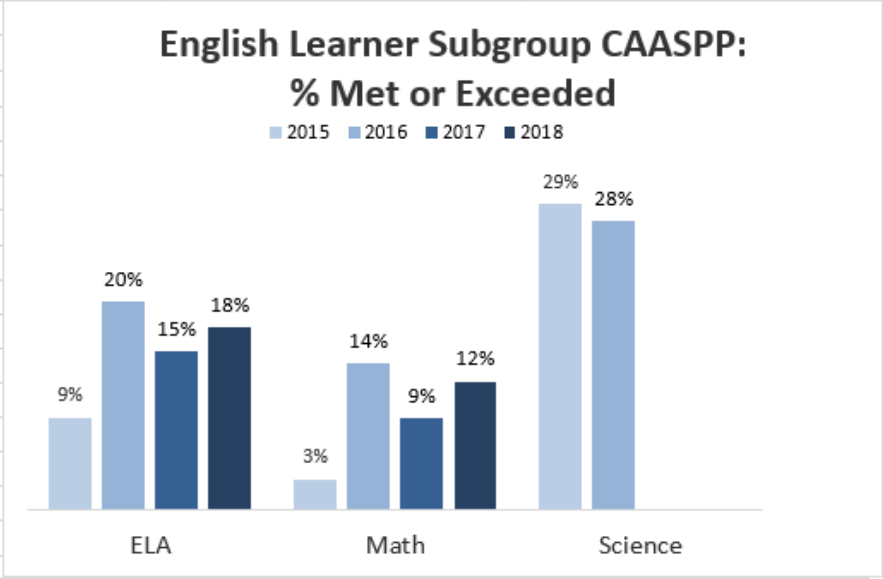
Sunrise Middle School meets all of the legal criteria for renewal of our charter under Education Code Sections 47607(b) and 52052(e)(4).

Summative Data

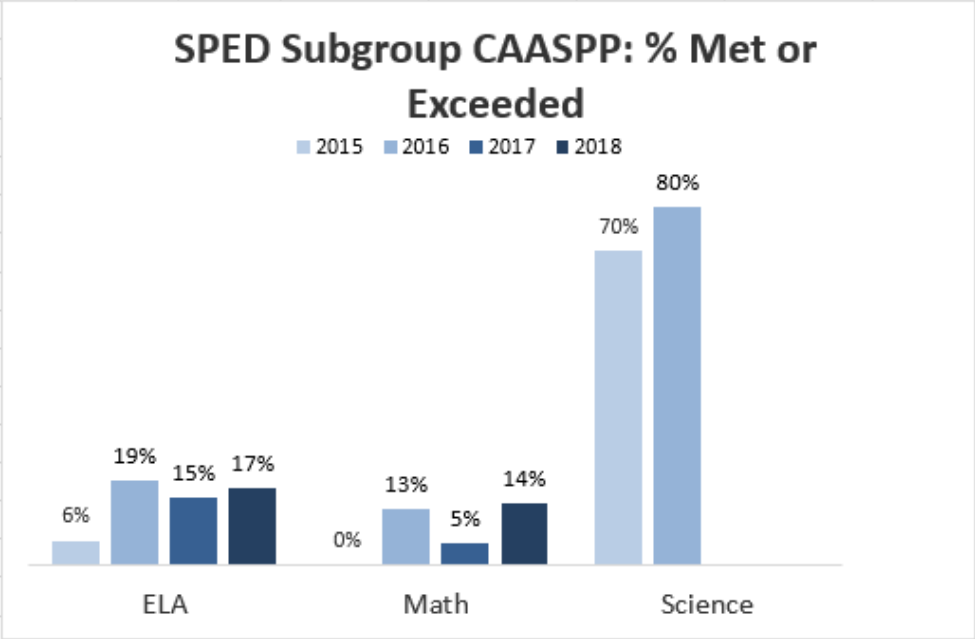
At Sunrise Middle School, school-wide performance on the Smarter Balanced assessments has continued to improve each year since the tests were introduced. The percentage of students scoring "met" or "exceeded" on the Smarter Balanced Assessments in 2018 rose five percentage points in ELA and one percentage point in Math.



Just as the percentage of Sunrise Middle School students meeting or exceeding the standard grew in ELA and Math among the overall student population in 2018, we also see growth for the English Learner subgroup, with a gain of three percentage points each in ELA and Math in 2018.

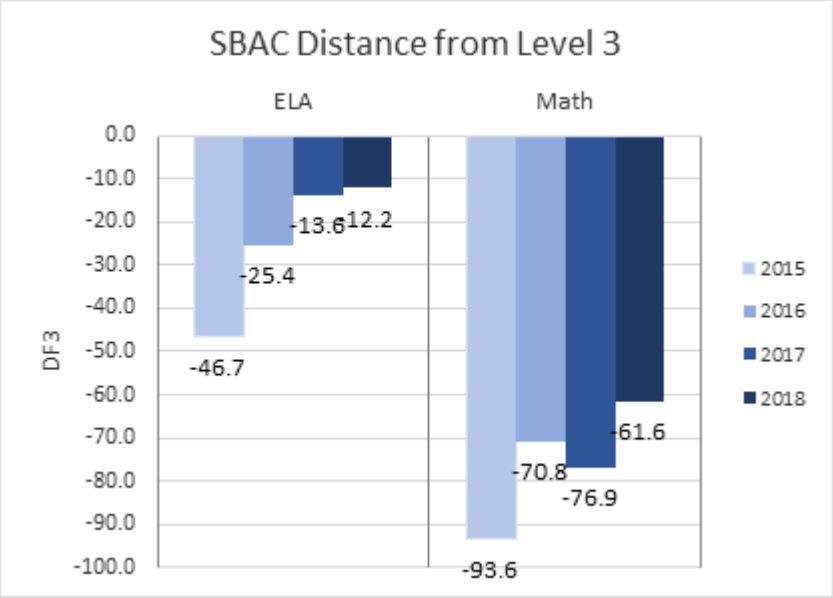


When looking at the percentage of students meeting or exceeding the standard in the Special Education subgroup, we also see growth in 2018, with a two percent increase in ELA and a nine percent increase in Math.

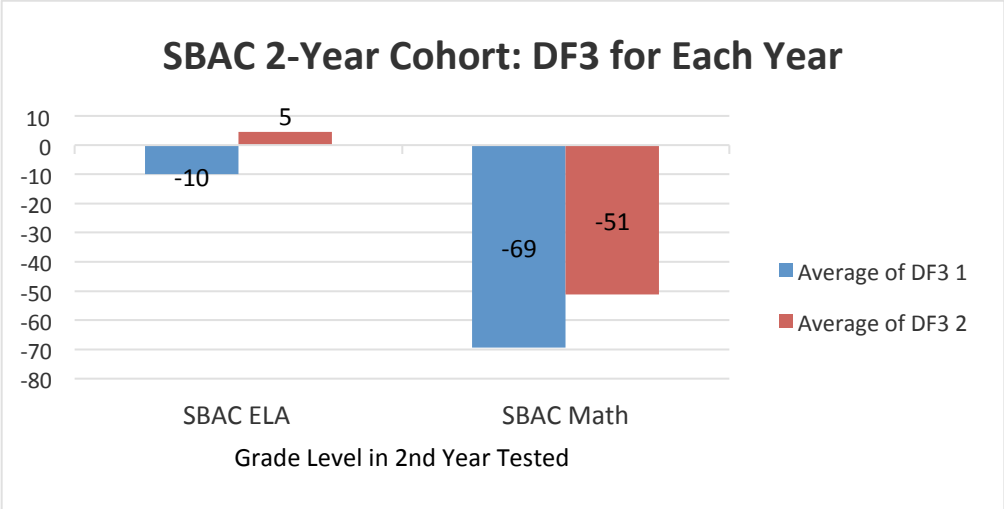


The CA School Dashboard uses the distance from level 3 (DF3) to measure status and change for the academic indicators and show improvement at the scale score level. Sunrise Middle School improved its DF3 in both Math and ELA for 2018. The school-wide DF3 improved by 1.4 points in ELA and 15.3 points in Math for 2018. In Math, the 2018 DF3 measure shows more dramatic improvement from 2017 than the percentage met or exceeded measure, which tells us that the school average scale score improved significantly even though

not as many students moved from one performance band to the next. Sunrise is at its best-ever DF3 for both subjects in 2018.

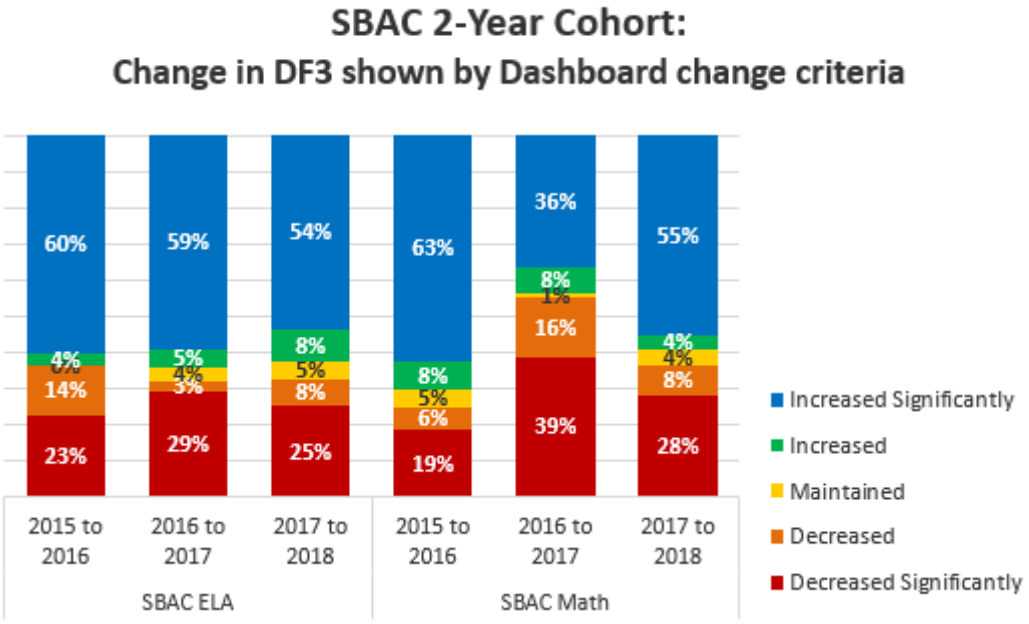


Looking at growth and achievement for students continuously enrolled can provide insight into the impact of the school program for students over time. We can see from the chart below that in ELA for the 2-year cohort of students tested in 2017 and 2018, the average DF3 rose 15 points in 2018. In Math, for the 2-year cohort, the average DF3 rose 18 points. This data suggests that Sunrise Middle School is bringing positive gains for students over time.

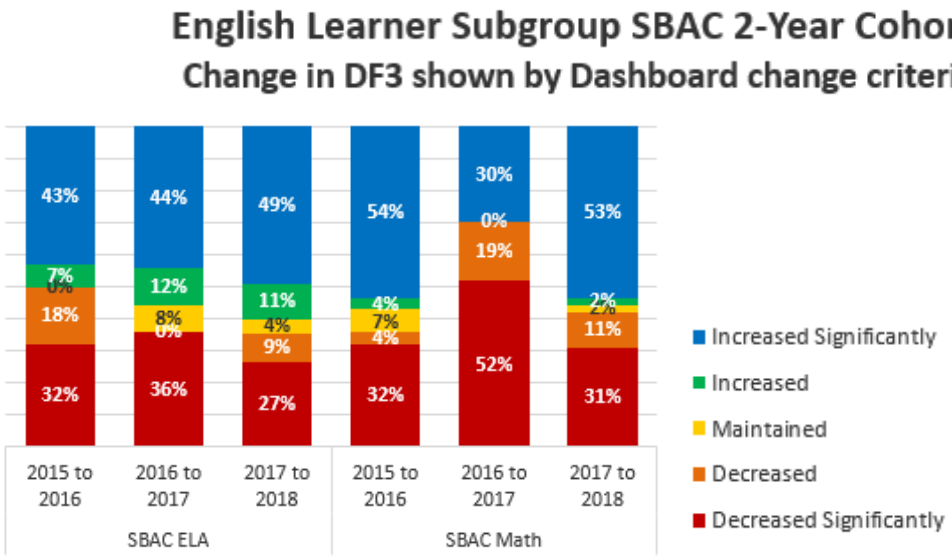


The CA Dashboard uses criteria to determine levels of change in DF3. When applying these criteria to a 2-year cohort at Sunrise, we see that a majority of students increased significantly in ELA and Math from 2017 to 2018. In ELA, across the past four years, the 2-year cohort consistently featured 54-60% of

students increasing significantly. In Math, we see 55% increasing significantly in 2018 and 63% in 2016, with a dip to 36% in 2017.

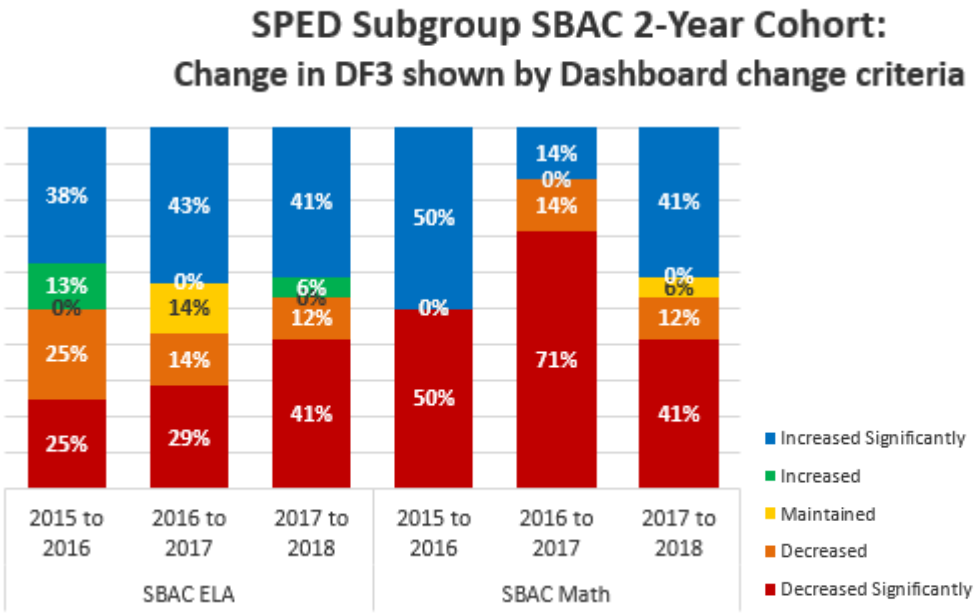


We can also look at the performance of continuously enrolled students by subgroup. When looking at change in DF3 2-year cohort for the English Learner subgroup 2017 to 2018, we can see similarly strong growth on par with the general population in Math and slightly lower but still strong growth in ELA.

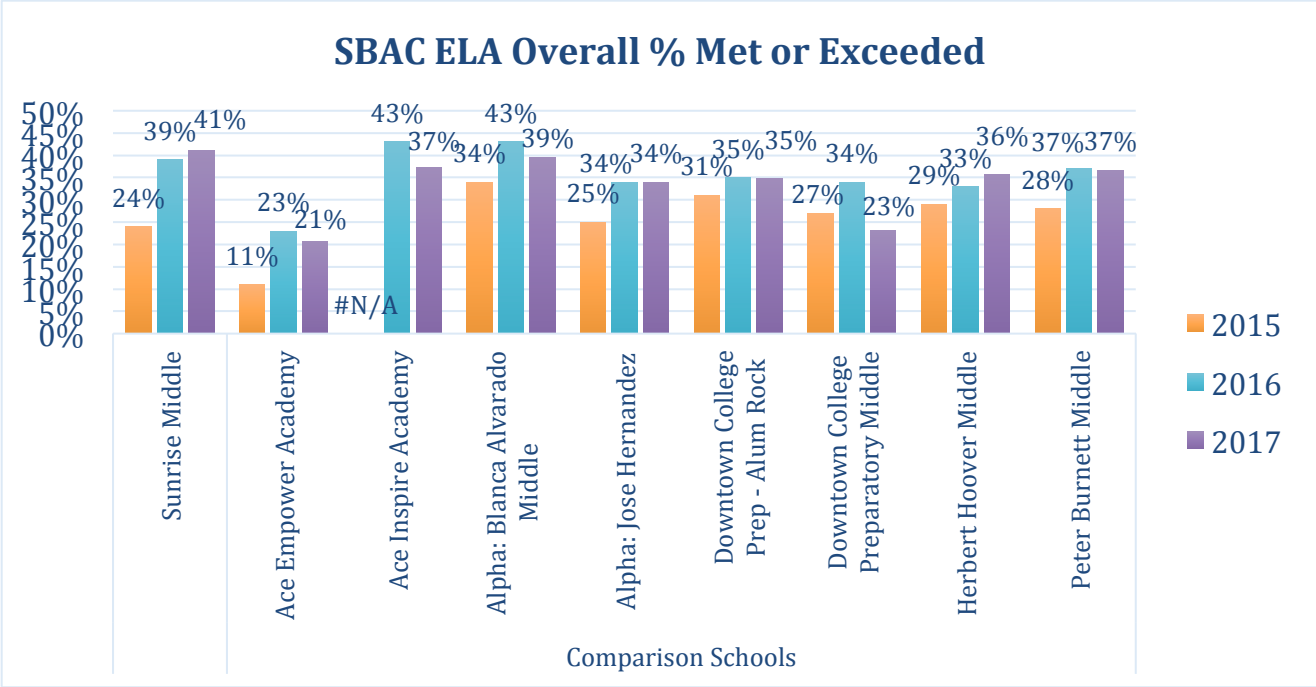


Examining change in DF3 2-Year Cohort for the Special Education subgroup, we see greater overall increases from 2017 to 2018 in both ELA and Math. In ELA, although the group that increased significantly dropped by two percentage points, there was an additional 6% in the increased category. In Math, the percentage of

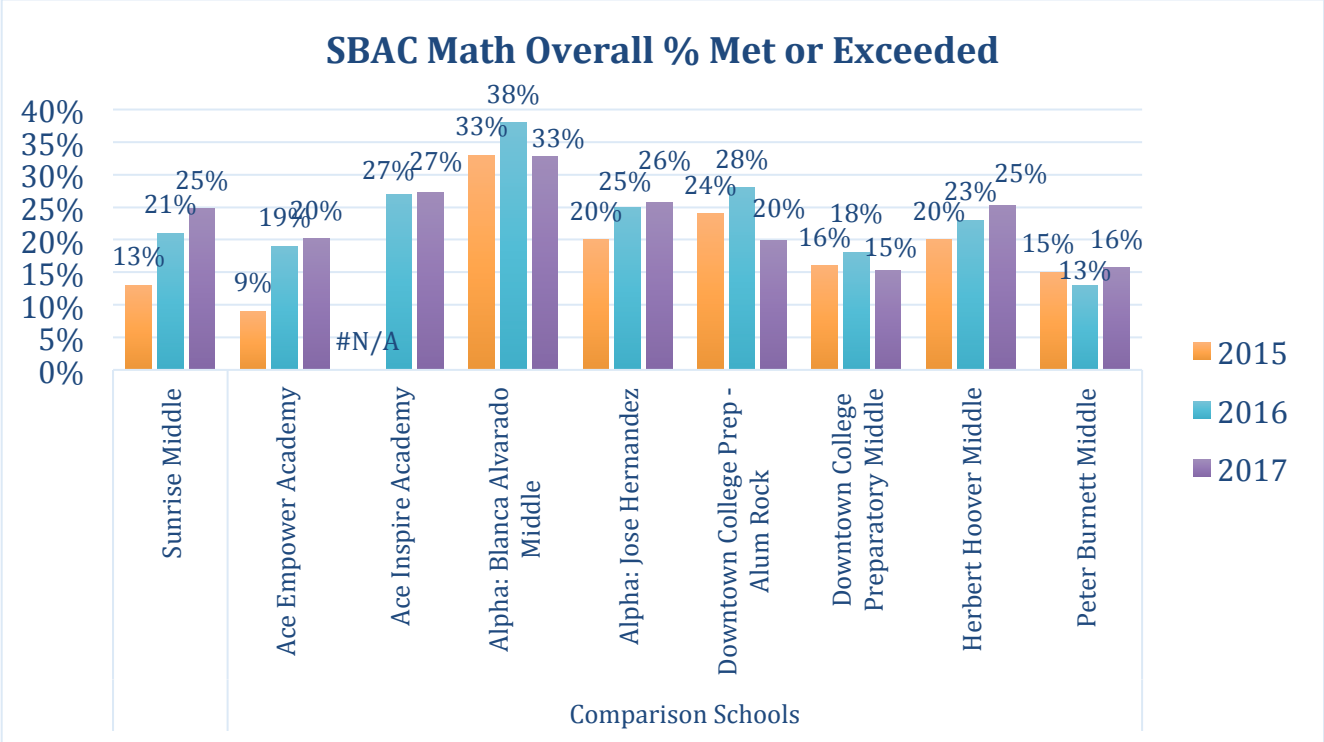
students that increased significantly grew from 14% for 2016-2017 to 41% from 2017-2018.



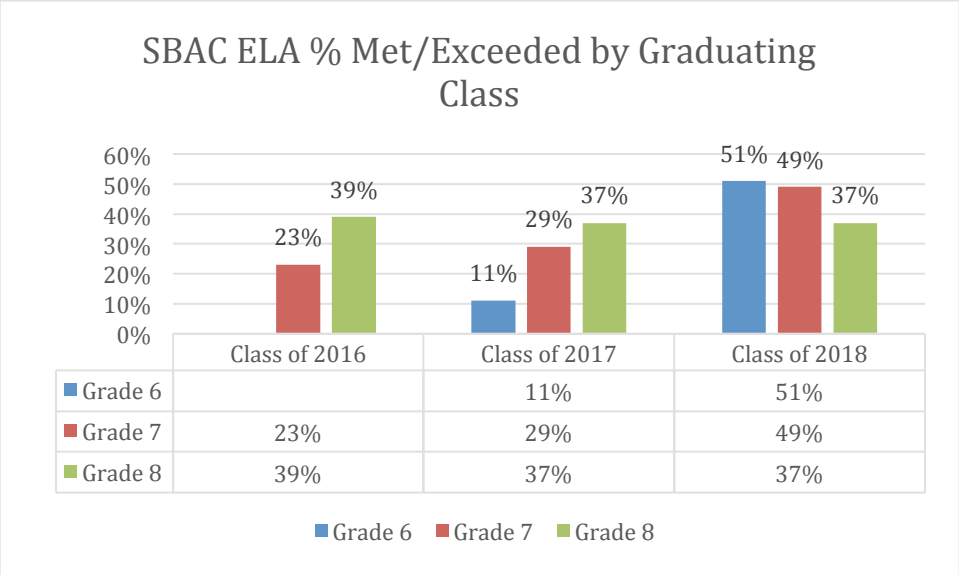
Looking at comparison schools' performance over time can provide valuable insight into Sunrise Middle School's growth and achievement relative to local schools. When comparing the overall percentage of students meeting or exceeding the standard on SBAC ELA for 2015-2017, we see that Sunrise Middle School grew each year from 2015 to 2017 and achieved the top percentage for the most recent year of available data, 2017.



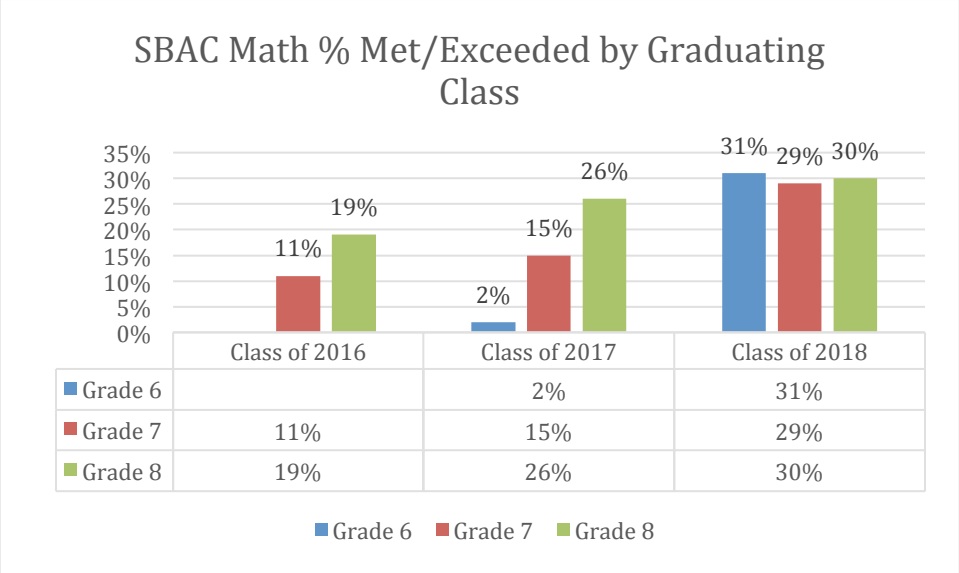
When comparing the overall percentage of students meeting or exceeding the standard on SBAC Math for 2015-2017, we again see that Sunrise grew each year in the percentage meeting or exceeding the standard. Sunrise Middle School performed in the mid-range of comparison schools in 2017.



We can also investigate the progress of a cohort of students through the grades to look for trends and achievement levels. When viewing percentages meeting or exceeding the standard on SBAC ELA, we see that the Sunrise Middle School graduating classes of 2016 and 2017 each grew consistently in achievement over the grades.



We see similar trends in SBAC Math when looking at the percentage meeting or exceeding the standard by graduating cohort. For the Sunrise Middle School classes of 2016 and 2017, there was growth each year. The class of 2018 hovered around 30% all three years, showing higher overall achievement than prior graduating cohorts.



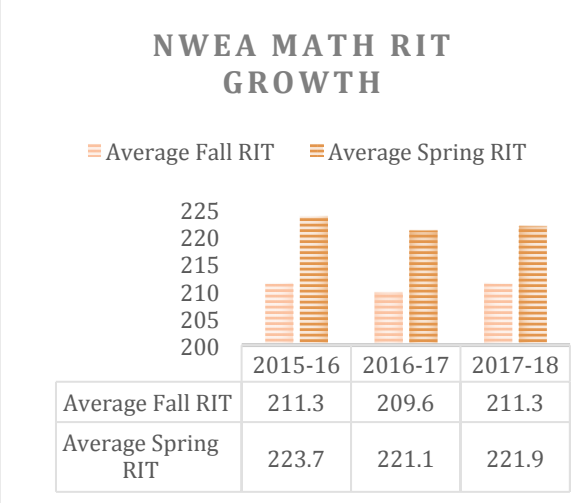
We were concerned that the class of 2018 did not show as much growth as prior 8th grade cohorts on the SBAC in both ELA and math. We attribute this primarily to severe emotional and behavioral issues in that class and are planning to correct this issue in future years. However, to address these concerns, beginning this year, we have instituted several measures to support our students in these areas: 1) a full PBIS program, 2) having a counselor on site three days a week, and 3) hiring a full-time youth mentor trained by Peacemakers Inc.

Already after the first month of school in 2018-2019 we have noticed a significant drop in referrals, and there have been no suspensions.

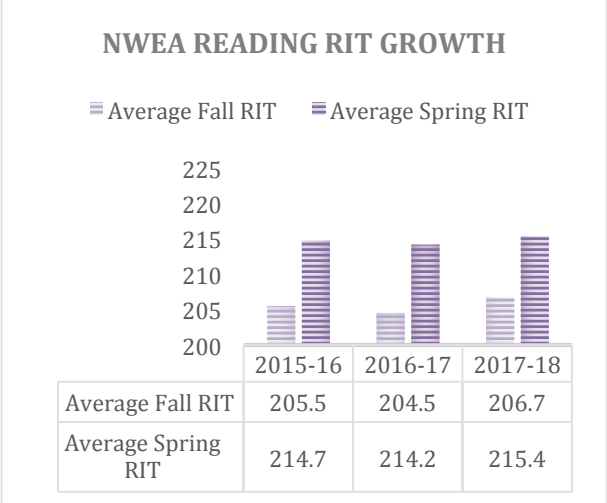
Additionally, we have strengthened our math department with the hiring of two new and experienced teachers.

Formative Local Data

In addition to the CA state assessments, Sunrise Middle School has been administering the NWEA Measures of Academic Progress (MAP) assessments in math and reading three times a year for the past three years. Students have made substantial scale score (RIT score) growth from fall to spring every year.

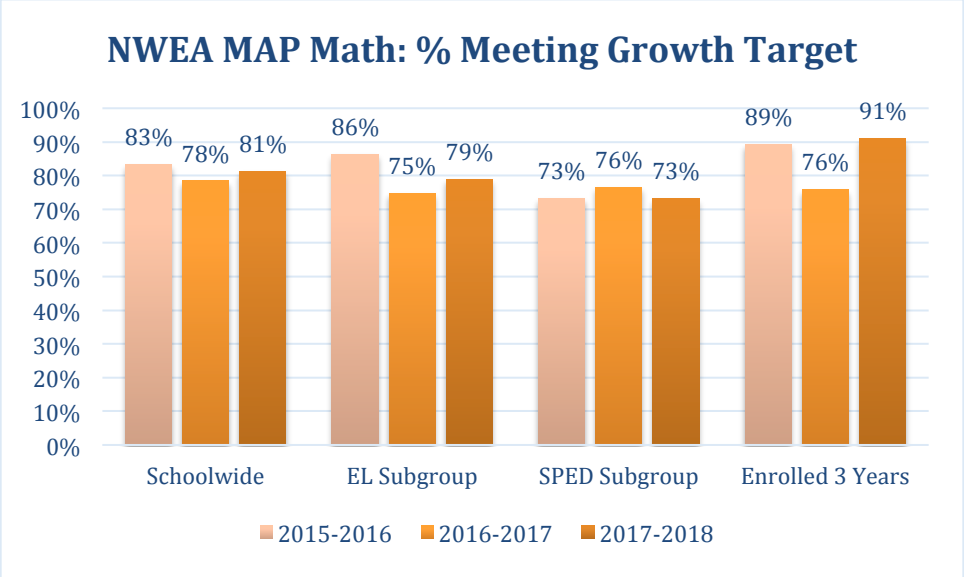


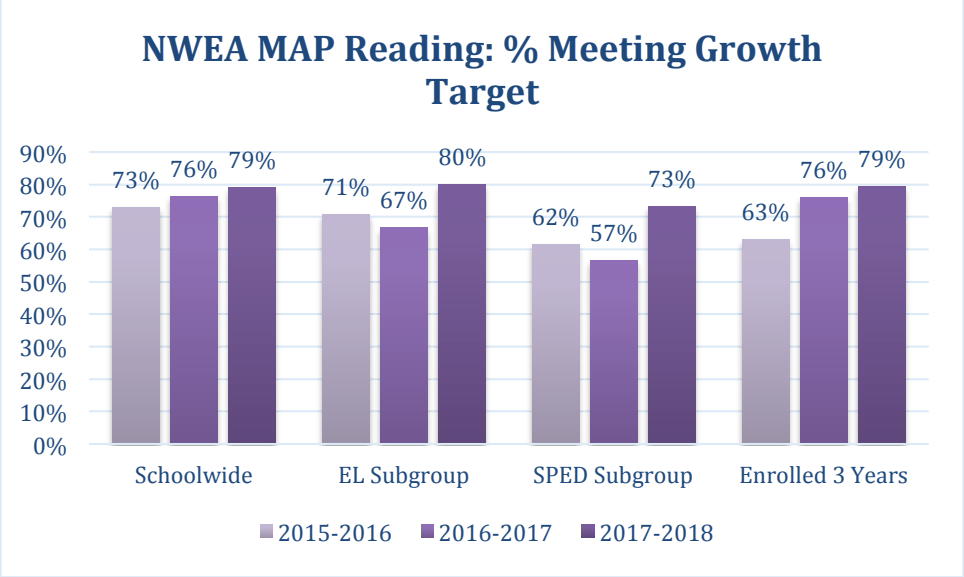
	2015-16	2016-17	2017-18
Average Fall RIT	211.3	209.6	211.3
Average Spring RIT	223.7	221.1	221.9



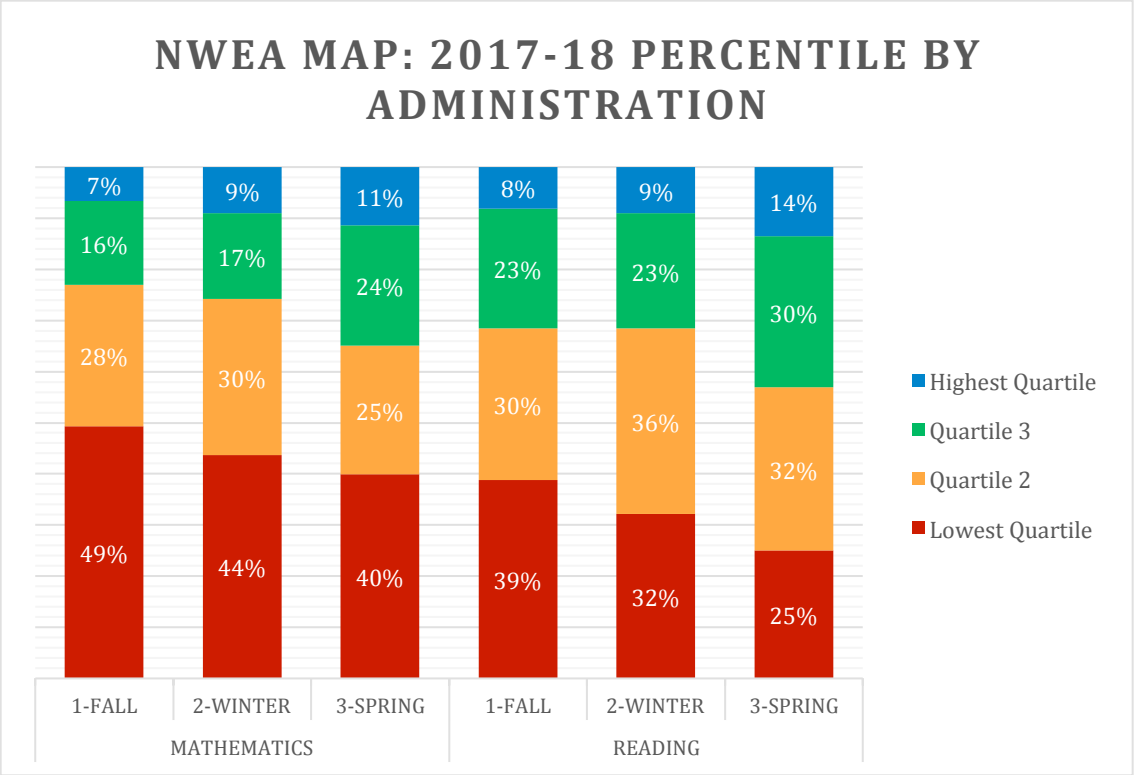
	2015-16	2016-17	2017-18
Average Fall RIT	205.5	204.5	206.7
Average Spring RIT	214.7	214.2	215.4

The NWEA MAP are nationally normed assessments with established targets for fall to spring growth based on the students' initial RIT score. The goal is for all students to meet their fall to spring growth targets annually. Approximately 80% of Sunrise students are meeting their growth targets in math and reading, both schoolwide and for English learners. Students who were continuously enrolled at Sunrise for 3 years showed stronger performance in math, with over 90% of students meeting their growth targets.

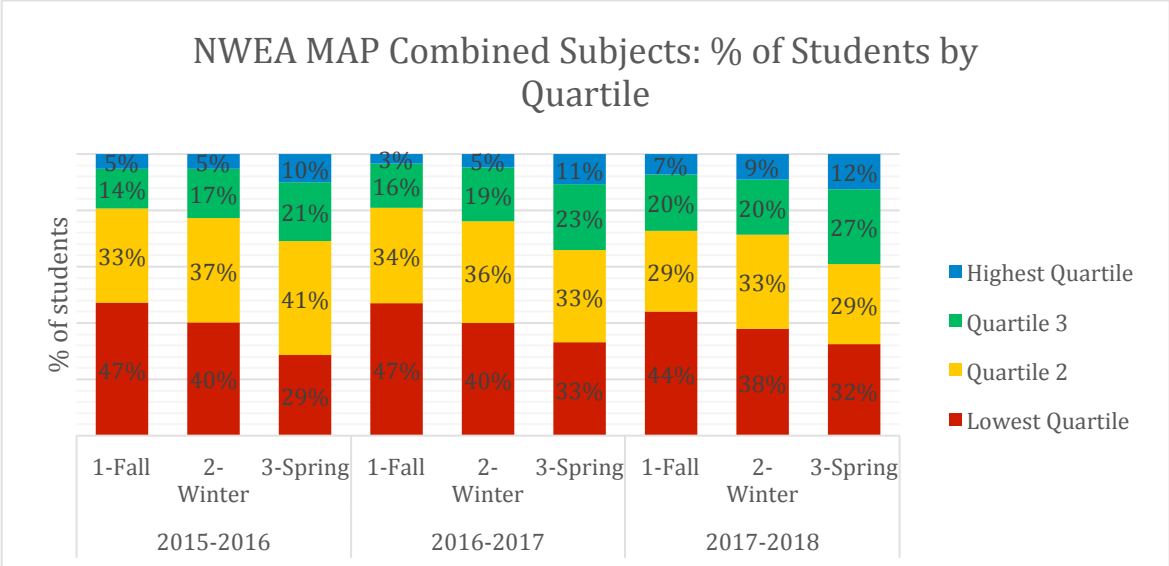




The NWEA MAP scores are also reported as percentiles, based on national norming studies. Each year, the percentage of students who scored in the top two quartiles has increased from fall to winter to spring, showing consistent growth over the course of the school year. ***For example, from Fall 2017 to Spring 2018, the percentage of students scoring above the 50th percentile increased from 23% to 35% in Math and 31% to 44% in Reading.***



If we combine both subjects and look at all administrations across years, it's apparent that the percentage of students in the top two quartiles has also improved with each year, increasing from 31% in spring 2016 to 34% in spring 2017 to 39% in spring 2018.

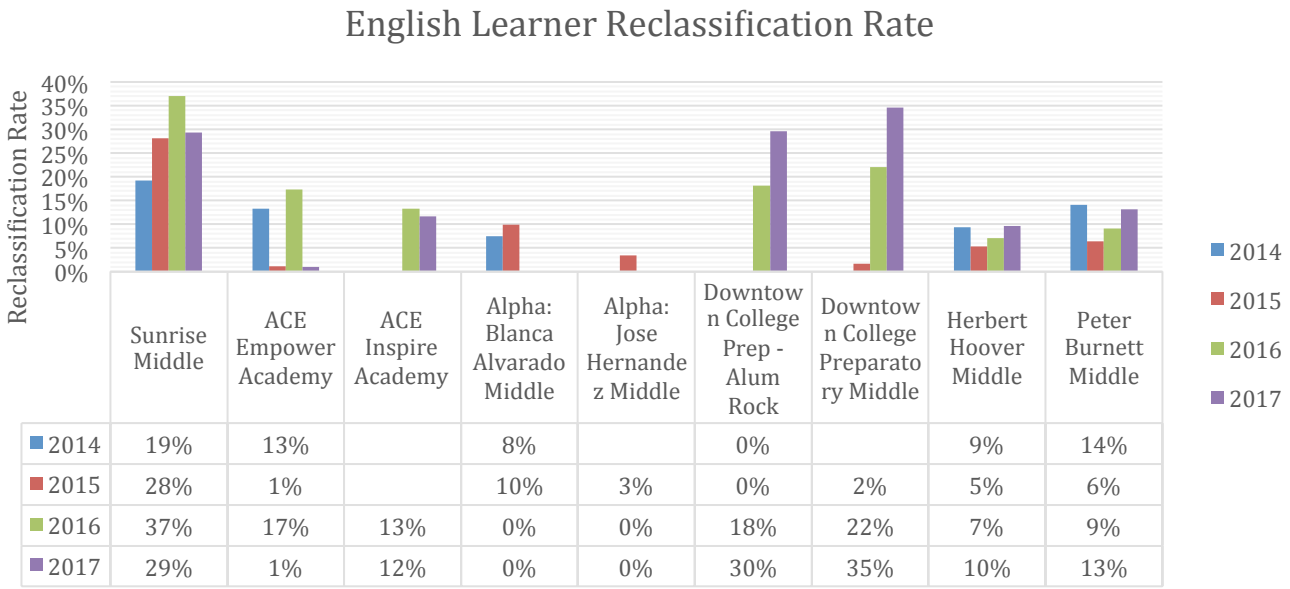


More Data on Our English Learners

In addition to subgroup analysis of SBAC and NWEA tests, we can look at reclassification rates and progress on CELDT as indicators of progress for English Learners. The data is somewhat limited because the state test for English Learners was changed just two years ago. ***However, in 2016-17, the last year we had CELDT, 66 percent of Sunrise Middle School students went up one level or more over the previous year.*** Of these:

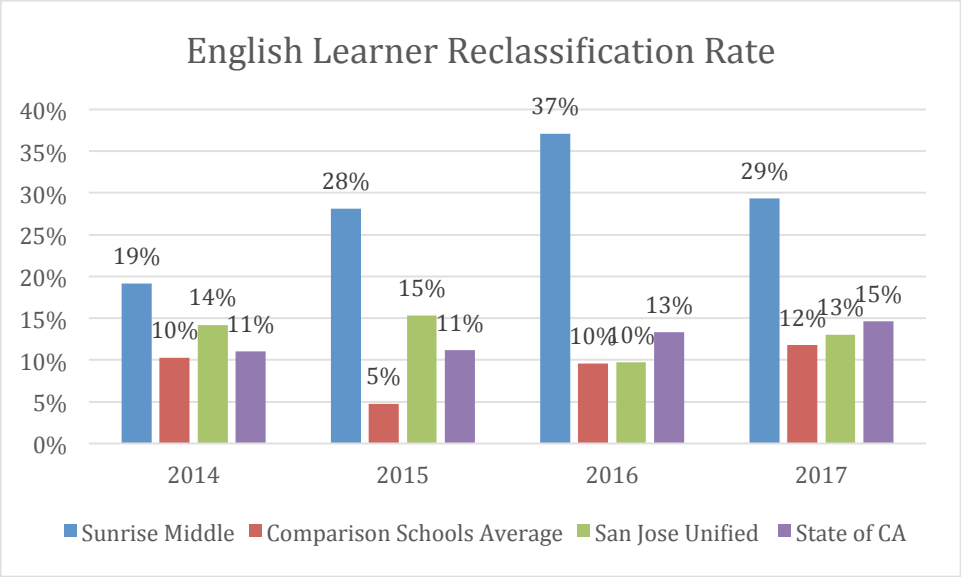
- 34% moved from Level 4 to Level 5
- 36% moved from Level 3 to Level 4
- 28% moved from Level 2 to Level 3 or higher
- 2% moved from Level 1 to Level 2 or higher

CDE calculates annual English Learner reclassification rates based on certain dates reported in CALPADS, with 2017 rates being the most current available at time of writing. When comparing the reclassification rates at Sunrise Middle School to those of neighboring middle schools, we see that Sunrise English Learners reclassified at a higher rate than all comparison schools in the years 2014 through 2016.

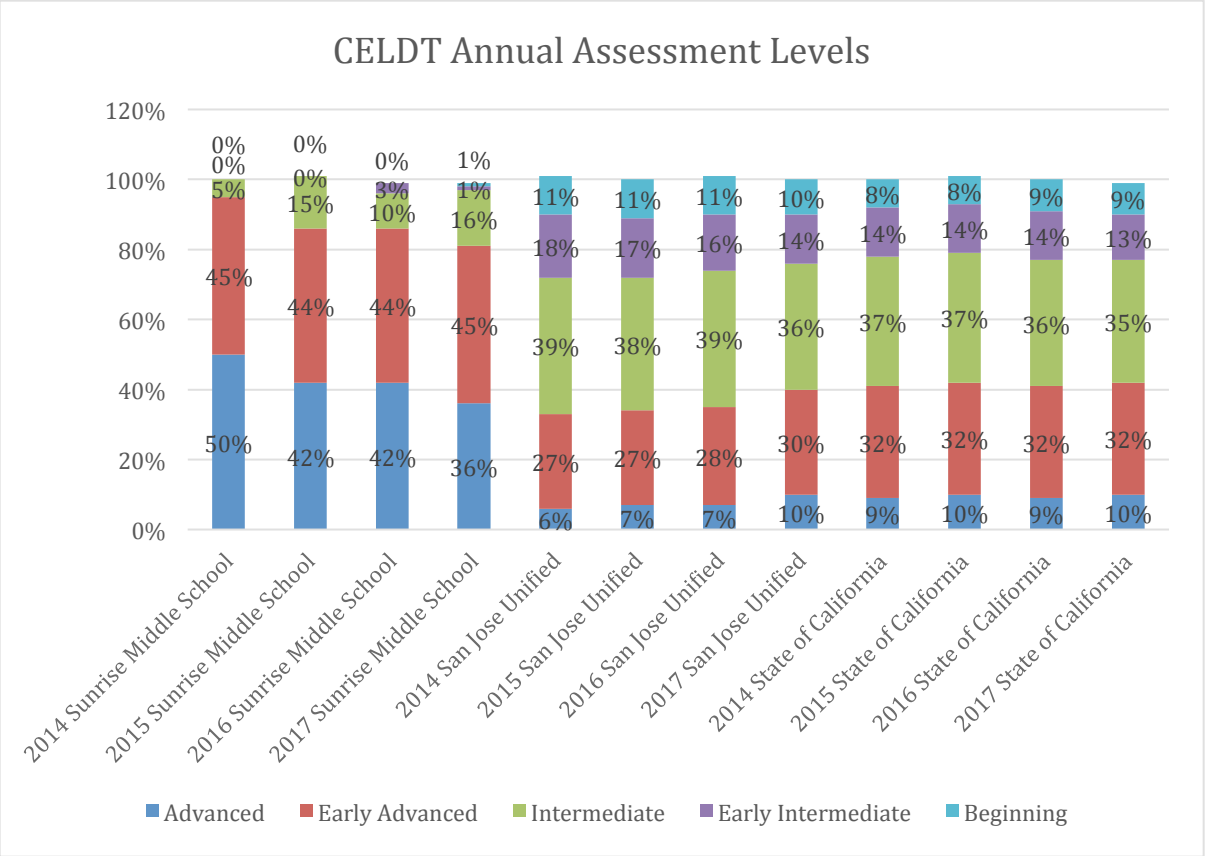


	Sunrise Middle	ACE Empower Academy	ACE Inspire Academy	Alpha: Blanca Alvarado Middle	Alpha: Jose Hernandez Middle	Downtown College Prep - Alum Rock	Downtown College Preparatory Middle	Herbert Hoover Middle	Peter Burnett Middle
2014	19%	13%		8%		0%		9%	14%
2015	28%	1%		10%	3%	0%	2%	5%	6%
2016	37%	17%	13%	0%	0%	18%	22%	7%	9%
2017	29%	1%	12%	0%	0%	30%	35%	10%	13%

We can also look at Sunrise Middle School reclassification rates compared to the average of comparison schools as well as the local district of San Jose Unified and state of California. For the past four years, 2014 through 2017, Sunrise Middle School reclassification rates have been consistently higher than averages of comparison schools as well as the local district and state



Looking at Performance Levels on the CELDT Annual Assessment provides insight into the progress of English Learners who have not yet reclassified. When comparing the percentage of Sunrise Middle School English Learners testing at each performance level to percentages for the San Jose Unified School District and the state of California, we see consistently higher percentages of students in the Advanced and Early Advanced Levels at Sunrise Middle School. Sunrise Middle School had a range of 15-18% of English Learners testing in the lower three performance levels, compared to the district and state, which had ranges of 60-68% (district) and 57-59% (state). This tells us that among those English Learners who did not reclassify in a given school year and therefore took the CELDT Annual Assessment, significantly more Sunrise Middle School students demonstrated high levels of English language development when compared to tested students in San Jose Unified School District and the state of California.



Qualitative Data

Non-Academic Indicators: School Culture and Parent Engagement

Sunrise Middle School has grown a positive school culture with significant parent satisfaction and engagement in its seven years of operation. Please note the following:

Attendance Rate: 95% or higher since the school was founded

Parent Satisfaction Rate:

From Parent Satisfaction Survey (March 2018, based on half of our parents responding)

99% of parents feel their participation is valued
97% feel the school does a good job of staying in touch
96% feel they receive information on how to help their student improve
99% feel the school is a friendly and safe place to learn
94% feel teachers hold high expectations for their students and give the academic support needed

Student Satisfaction Rate:

Actual results for 2017-18 (Surveyed in April)

74.3% feel school connectedness
88.7% feel academic motivation
89.5% feel they are held to high expectations
78.6% feel they have caring adult relationships at school
78% perceive the school as safe

Parent Involvement

- One parent on the school board
- Between five and ten parents consistently serving on the ELAC (English Learner Advisory Committee) and the School Site Council
- Parents encouraged to volunteer at brunch and lunch and in the office and classroom and on field trips
- Parents invited to teacher/student conferences twice a year
- Parents encouraged to part-take in parents education/support groups
- Parents help plan schoolwide events such as graduation, holiday events, etc.

Family Events:

- Beginning of year schoolwide meeting
- Back to School Night
- Haunted House and Halloween Dance
- High School Night for 8th graders and their parents
- Holiday Party and Awards Night
- Valentine Party and Awards Night
- Mother's Day celebration
- End of Year Celebration and Awards Night

School Events:

- Schoolwide field trip day in September and June
- 21-day Challenge focusing on Kindness, Gratitude or Living Fearlessly each year
- Student Council
- Spirit Week
- Sunrise Plaza school restaurant
- 8th grade Challenge Day
- League sports
- Career Fair
- College Day
- Science Fair

Field trips:

- University overnight trip for new students at UC Santa Cruz

- University overnight trip for 8th graders at Santa Clara University
- Schoolwide field trip day in September and June (various locations)
- One to two outdoor experiences each month, including rafting, sailing, horseback riding, camping, etc.
- Mount Shasta week-long camping trip in the summer
- Yosemite backpacking trip over Memorial Day weekend
- 8th grade snowboarding trip, 7th grade snow science camp (dependent on funding), and 6th grade Hidden Villa Farm overnight during the February winter break

ELEMENT 1: EDUCATIONAL PROGRAM

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve these goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

Mission

Sunrise Middle School serves fifth through eighth grade students who are seeking a small school environment with holistic, meaningful, and stimulating education. We maintain high expectations for each of our students while offering them learning that is relevant to their lives, allows them to challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for later success in high school, college, and life.

Vision

The vision of Sunrise Middle School is rooted in the philosophy behind charter schools – that innovative and inspired educational methods should be allowed so long as they result in well-educated students. We are focusing on serving the middle school students in the low-income neighborhood near San Jose High School – many of whom have been disappointed by mainstream education or who are in danger of falling behind academically or turning to anti-social behaviors. We strive to connect students with their true potential, innate intelligence, creative talents, and cultural and personal strengths, so that they are well prepared to be successful in high school by ninth grade. We believe that the best way to do this is with an exciting, creative and holistic program that helps them achieve academic success while also supporting their emotional and physical needs.

To this end, our school has three main elements:

1. An academic component aimed at making learning exciting and experiential, yet also rigorous and effective. Many of our students are from one to four years behind in English and Math, but through eight to ten hours of coursework weekly in each subject area, about 80 percent are ready for the college prep track by the time they enter ninth grade. Science investigations, history projects, other project-based learning and a rich array of elective courses supplement this strong English/math core.

2. A “second home” structure that is facilitated through small class size (an average of 27:1 student to teacher ratio), small school size, a strong focus against bullying and for restorative justice, and school-wide and family events.

3. A strong socio-emotional component that includes daily meditation, 21-day challenges on kindness, gratitude and living fearlessly, individual and group counseling, twice monthly offerings for outdoor experience, and twice monthly advisory periods.

Educational Philosophy

Sunrise staff believe that all students are capable of succeeding, and intelligence is not fixed, but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they reach certain established goals.

Built upon a classroom mindset of growth, Sunrise’s instructional methods provide opportunities for every student to learn academic content and the skills necessary to support their conceptual understanding to the highest degree.

Many of our students enter Sunrise well below grade level in ELA and math. While Sunrise programs and research-based instructional methods have shown to accelerate the learning of students to grade-level status, Sunrise continues to face the challenges of supporting the wide range of proficiency levels toward high school, college, and career readiness.

Teachers are trained to deliver CCSS/NGSS-based instruction that is differentiated. Through the RTI model students in need of Tier 2-3 supports are given more individualized attention. Classrooms are equipped for a blended learning experience, where technology is used as a tool to enhance the classroom experience as well as support more individualized and differentiated learning. Teachers help students access the curriculum through differentiated activities and carefully selected adaptive, computer-based programs.

This learning now extends into a newly created “learning lab” time, which brings the total number of hours per week in both English and math to nine for all students. The learning lab defines a separate space and time for students to engage in adaptive computer assignments. The embedded assessments within the programs, as well as formative assessments designed by the teacher, help in monitoring the progress of each students, whether low-achieving or high-achieving, moving at his/her own pace toward identified goals.

Furthermore, standards from across the curriculum are connected through the practice of project-based learning, which helps make classroom learning relevant

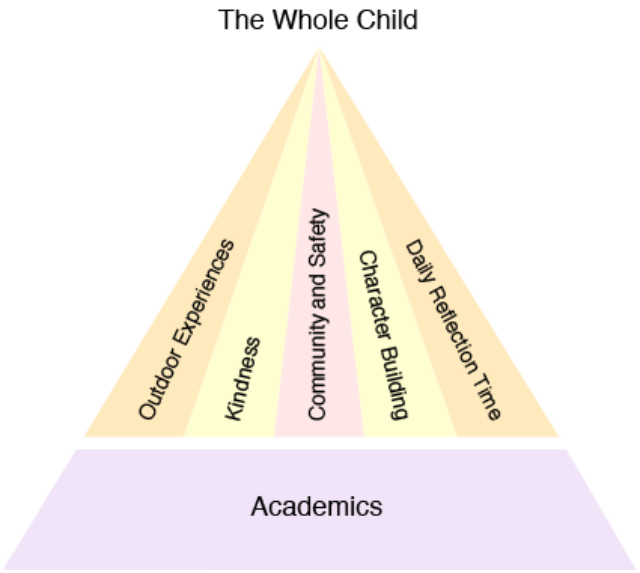
to students' lives and also allows teachers to assess students' competence in 21st century skills such as communication, collaboration and problem solving.

Still, Sunrise maintains that all the best educational practices ever known don't mean anything if students are not equipped with certain character-building traits found essential for bringing underserved youth through college and to a successful career. "True learning is fun, exhilarating and gratifying – but it is also often daunting, exhausting and sometimes discouraging. . . . To help chronically low-performing but intelligent students, educators and parents must first recognize that character is at least as important as intellect." (How Children Succeed – Grit, Curiosity, and the Hidden Power of Character, by Paul Tough, 2012) It is for this reason that Sunrise developed its SCOPE character-building program, which is taught to students through the year in advisories and recognized at awards ceremonies.

The Sunrise SCOPE program stands for:

Self Control – I am in control of my actions and reactions
Curiosity – I explore, imagine and discover
Optimism – I am confident in my ability to make positive change in any situation
Perseverance – I persist despite difficulty or discouragement
Effort – I am willing and determined to do my personal best

In addition to establishing our SCOPE character-building program we also have come to realize the dire need for building self-esteem in our youth. Hence, we have developed a "whole child" educational model that includes individual and group counseling, challenge days, and 21-day challenges focusing on living fearlessly, kindness, and gratitude. We maintain a strong stance against bullying of any kind at Sunrise and treat it as seriously as vandalism or theft. All of this belongs in this section on Educational Philosophy because students cannot learn if they are feeling inadequate or unsafe. Furthermore, it would be difficult for them to succeed in college and life if they have not embraced our SCOPE characteristics. Academics is only the foundation!



Description of Target Population

Sunrise Middle School's target population are those students who:

- are behind grade level in math or English
- are low-income and underserved
- desire a small school atmosphere that serves the whole child
- desire a school in which they feel safe
- reside in the San Jose Unified School District

While Sunrise welcomes all students who desire to be here, including students outside the district or county, the school was established primarily for these student groups. We still actively recruit these students each year by handing out school flyers only to the low-income apartments in the neighborhood immediately surrounding our school. Word of mouth has led to other students also applying at Sunrise. Twenty percent of our students now come from the nearby Alum Rock and Franklin McKinley districts.

Sunrise Middle School's student population continues to be heavy on English Learners and low-income students. Our students are:

88% economically disadvantaged

40% living below the federal poverty level ($25,100 per year for a family of four)

42% English Learners

81.1% Ever English Learners

13% students with disabilities

90% Hispanic/Latino (the rest split between East Indian, Caucasian, African-American and Asian)

51% having parents with less than a high school education
(4% declined to state)

(*All data from 2017-2018 school year)*

These are our requested student numbers for each grade level:

GRADE LEVEL	ACTUAL 2018-19	REQUESTED 2019-2020
5th Grade	0	27
6th Grade	80	81
7th Grade	79	81
8th Grade	89	81
TOTAL	248	270

What It Means to be an Educated Person in the 21st Century

To borrow from our mission, Sunrise maintains high expectations for each of our students while offering them experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for success in high school, college and life. Changes in society and new challenges impact how student readiness for the future is defined. Sunrise has identified seven skills we believe our students need to be successful in the 21st century. These seven competencies or life skills make up the portrait of the Sunrise student and are embedded and assessed throughout the curriculum. We are gradually integrating the following skills into our program:

1. Critical thinking
2. Creativity
3. Communication
4. Self Initiation
5. Leadership
6. Collaboration
7. Conflict Resolution

We are currently in the process of building a whole-staff consensus on what these skills mean and will make adjustments based on feedback, identifying how the skills are being taught in the classroom and how they are supported school-wide. We still need to define our expectations for the skills and to develop a method for assessing, e.g., rubrics for each.

Additionally, Sunrise still upholds the definition of a 21st century educated person that was stated in our initial charter. We expect all of our students to:

- Be enabled to become self-motivated, competent, lifelong learners.
- Know *how* to learn – to know that much of what is learned now will be obsolete a decade from now, but to feel confident about their ability to adapt to new methods and to engage in lifelong learning.
- Speak with confidence and passion, write with clarity and persuasiveness, and read at grade level or above.
- Understand numeracy and how it applies to the real world.
- Have a strong knowledge of and interest in current events and the historical, political, social, and economic circumstances that led up to these events.
- Possess a strong command of information, communications, and technology.
- Understand the basic principles of earth, life, and physical science, and to be curious about exploring unproven theories and the natural world.
- Be critical and creative thinkers, someone who is not afraid to challenge popular beliefs and who is interested in discovering new ways to solve old problems.
- Appreciate music, art, and drama and perhaps to excel at one or more of these disciplines.
- Construct well-reasoned arguments to explain issues, accept challenges to assertions, and analyze conflicting descriptions of an issue.
- Be knowledgeable about physical, emotional and mental health and how to be healthy and peaceful in an often stressful society.
- Know how to persevere to attain their goals.

A 21st century educated person also achieves competencies of character:

- Students are willing to take risks and to persevere when they experience failure
- Students respect their classmates, teachers and community at all times
- Students strive to be in control of their actions and reactions, and accept responsibility for their actions and decisions when they are not
- Students learn the value of discipline and effort
- Students can work both collaboratively and independently
- Students develop self-esteem by setting goals and achieving these goals
- Students are curious about learning
- Students are optimistic that they can make the best of any situation

How Learning Best Occurs

The most successful schools at closing the achievement gap for low-income Latinos and African Americans are highly varied, but all generally have many of

the following characteristics, according to the National Education Association, Innovate Public Schools, and numerous educational articles. Sunrise is not one of the top "gap-closing" schools; however, with 46 percent of our students at grade level or above in English, we hope to be there soon!

High Expectations for all Students and Staff

At Sunrise all students are expected to achieve a certain level of competency. We strive to keep students from failing. Students who are not completing work at satisfactory levels are given extra tutoring in small "power groups" and assigned to "office hours" with their core teachers after school. Students also are recommended for extra tutorial help in our free after school and summer programs. Teachers receive considerable coaching from our academic leads and outside training so that they become successful. Teachers work on "at will" contracts and are not invited to return the following year if their students are not achieving at satisfactory standards.

Extended Learning Opportunities

Sunrise offers a high-quality, free after school program that includes one hour of homework assistance. Sunrise also acquires grants each year to provide a 20-day summer program that offers academics and project based learning in the morning; swimming, sports, enrichment and field trips in the afternoon; and a week-long camping trip at Mt. Shasta.

Providing Purposeful Professional Development to Improve Teachers' Skills

Sunrise has a wide array of professional development that is jointly chosen by teachers and administrators to ensure that the most critical needs are being met. This year trainings on differentiation, student engagement and trauma-informed education were determined to be the areas of most critical need. Please see Appendix A.

Analyzing Student Data to Track Progress, Identify Needs, and Improve Instruction

Sunrise uses Edtec Inc. and its own data analyst to analyze all CAASPP, NWEA and ELPAC data after every test administration. The math and English teaching teams also analyze their students' test data after every interim or benchmark test and modify curriculum as needed.

The English teachers, for example, observed that their students scored lowest on the listening portions of exams and therefore instituted the Listenwise program this past school year. The math/science team, reviewing SBAC data on student written responses, found weaknesses in communicating reasoning and problem solving. The team worked on teacher development and student skill building in

developing reading comprehension and writing for word problems. Some of the universal tools were selected for this – e.g., different methods for close reading and writing format such as CER – claim-evidence-reason.

Sunrise is implementing a multi-tiered system of support (MTSS) to support the school's continuous improvement efforts, beginning with data related to PBIS and RTI. The focus of aligning Sunrise programs and initiatives with MTSS is to assure that all students, especially those at risk of academic failure, receive the proper academic, behavioral, and personal growth services they need to succeed. This year we are continuing to develop our MTSS expertise by building our leadership's capacity to deliver and monitor systems-based intervention. The MTSS supports Sunrise's commitment to continuous improvement of its educational programs through the staff's regular practice of collecting student performance data and analysis to inform decision-making.

Providing a Rich Curriculum that is Aligned to the CCSS and NGSS

Sunrise curriculum is aligned to the CCSS and NGSS. All students have equal access to textbooks and online curriculum. Please see Appendix F and K for details. The teachers' work is to make this learning engaging and relevant to the students' lives!

Access to High Quality Staff

Sunrise has been building its staff over the past few years and now has what it considers its most energetic and qualified staff ever. Teachers are appropriately credentialed and excited to teach the Sunrise student population. However, Sunrise has not been able to offer the comparable salaries to all staff members and therefore, has lost some in recent years. We attempt to make up for this by offering teachers smaller class sizes than they would have at other schools and extra assistants in the classroom. This is good for the students as well! We also provide time for faculty to meet and plan and compensate teachers who take on extra duties. Many of our teachers also appreciate the close-knit community at Sunrise and the opportunity to make a major difference in the lives of traditionally underserved students.

Bridging the Gap Between School and Parents by Working Closely with Families

Sunrise reaches out to its parents on a regular basis. This begins before the school year starts with a back to school meeting for all families. Parents then are invited for a traditional Back to School night. We hold parent conferences for all students in November and in March. We make phone calls or arrange meetings for students who seem to be falling behind throughout the year. We invite all families to schoolwide events several times a year – usually around holidays. We also hold an 8th grade high school night to help parents start the process of finding the best high school for their students. Beginning this year we also are

initiating a Peacemakers model at our school, where the 15 most challenged students will get daily attention from an adult mentor, who also will work with their parents on a weekly basis so that the students may be more successful. We also provide morning and evening parent support/parent education groups in the Fall in both Spanish and English. All materials are sent home via text and/or regular mail, and in both Spanish and English. Forty-five percent of our staff is Spanish speaking.

Creating a Structure Where Students Can Learn and Teachers Can Teach

Sunrise traditionally has been somewhat challenged in this area. In large part because our school is so small, students know each other very well and can become quite chatty in the classroom. However, the establishment of a full PBIS model this year has already led to significant improvement in this area. We also have hired two new teachers who are highly skilled in classroom management, and are giving our teachers three full days of Kagan training in classroom management and engagement strategies. Students who nonetheless persist in disrupting the classroom environment will be referred to our Peacemaker mentor and held to other consequences outlined in the student handbook.

Leveraging Technology to Individualize Learning

Sunrise uses various online programs to individualize learning for its students. Students are able to work at their own pace in math on SuccessMaker, Imagine Learning (formerly Think Through Math), Wowzers, and Imagine Math Facts. Students are able to work at their own levels in English through Achieve3000 and Listenwise.

Creating a Joyful and Celebratory School Environment

Sunrise has always believed that learning should be fun and that students should want to come to school and not feel school is like a jail. Afterall, they are at school for as long as their parents are at work – why not make it a little fun!

We like that our students seem happy to come back to school each August. We praise them for all the great things they do and hold six awards ceremonies throughout the year, as well as honor roll luncheons. About a quarter of our students make the honor roll. We give awards primarily for growth and improvement and emphasize that this is what matters. We also give a Student of the Week award each week – this can be honoring a SCOPE trait or for a specific something special that a student does, such as helping to create peace between other students or cutting their hair to donate to victims of cancer. Classes also win free dress and pizza parties by showing great improvement, high scholarly achievement, or intense concentration and effort.

To round this out, we strive to make Sunrise a second home for our students by focusing on personal growth and offering numerous field trips and fun events. The deepest connections are made in our after school program, which maintains a high attendance rate due to the fun yet helpful energy of our after school staff.

We have managed to maintain this close-knit joyful atmosphere despite our growth in student population and are being careful not to grow so much that we will lose this second-home nature.

Annual Goals for All Students and Each Subgroup

As described in more detail in Element 2, Sunrise's annual goals for all students and for each subgroup of students, which are aligned to the state priorities, are as follows:

1. Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce.

2. Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body.

3. Sunrise will provide a high quality and comprehensive instructional program that empowers students to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RtI and our other student intervention and engagement programs.

4. Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. In 2018-19 there will be extra emphasis on counseling, building self-confidence, developing grit and stamina, and living fearlessly.

The above goals apply to all Sunrise students (schoolwide) and to each of our subgroups of students, which include Hispanic or Latino, English Learners, and Socioeconomically Disadvantaged students.

The Sunrise Curriculum and Instructional Design

Sunrise has a fully inclusive, traditional academic program designed to put all students on the track for success at a four-year university and in their chosen career. The chosen curriculum, while aligned with California Common Core Standards and Next Generation Science Standards, is culturally relevant and works well for our target population. Students are expected to be ready for the college track at high school by the time they are promoted from eighth grade.

Students move through grade level curriculum in English, math, science and social studies. They also receive four to five hours of physical education weekly and are offered technology and visual and performing arts in their elective courses. Please see Appendix B for a full listing of this semester's elective courses.

This year Sunrise moved from offering ten hours a week in both math and English to offering eight hours in each subject area. The additional 2 hours have been replaced with a two-hour-a-week Learning Lab (which includes online math and English, reading time, and small group instruction) and a two-hour-a-week project-based class that explores various social issues. Please see Appendix F for more information on this class. The move ensures continued extra emphasis on math and English in an effort to bring our students to grade level or beyond, as well as a chance for all students to see how learning is relevant to their lives.

Students are expected to be in school daily from 8 a.m. to 3:45 p.m., and on Wednesdays, from 8 a.m. to 2 p.m. We may change this schedule but will continue to offer the same number of school hours. We have 180 days in the school year and, for the past three years, have been able to obtain funding for a 20-day summer program.

Please see our 2018-2019 master schedule in Appendix I.

The learning environment at Sunrise is deliberately designed to be small and personalized. We have an average of 27 students in a classroom, compared to 35 students at many middle schools. Additionally, our regular classes often have a second adult – either a special education teacher, a paraprofessional, or the ELD coordinator – assisting the classroom teacher. The second teacher or aide supports greater differentiation in the curriculum and also supports projects, science labs and a rotational model. This personalized approach is further supported with a small school design, where every teacher knows nearly every student in the school.

The Sunrise faculty consists of highly qualified and credentialed teachers who are authorized to teach in their subject area. In addition to their professional development and other trainings, the teachers also participate in four hours of collaborative time each month. This happens on Wednesdays, early release day.

THE CURRICULUM

The Sunrise curriculum is aligned to the CCSS and NGSS. All core classes integrate English language development standards and promote the use of academic language in teacher-student and peer-peer classroom interactions. A focus on literacy across the curriculum supports access to grade-level material for all learners, but especially for English learners. Teachers utilize a variety of resources that include digital and printed material as well as carefully designed hands-on activities that apply conceptual understanding and explore experiential learning.

Following is a curriculum summary for the 2018-2019 academic year. We continually revise our courses and curriculum, based on an improvement process that analyzes student performance data and educational trends. We continually review and determine how our curriculum can best meet the needs of our students.

ELA/ELD:

For grades 6-8 and grade 5 in 2019-20, if the addition of this grade level is approved:

English 3D
Renaissance Accelerated Reader and Renaissance Star Reading
Lucy Calkins Readers Workshop
Lucy Calkins Writers Workshop (beginning in 2019-20)
Character Based Literacy (in some classes)
Achieve 3000
Listenwise
IReady
IXL

Sunrise ELA teachers teach reading and language arts with an emphasis on reading academic materials; spelling and grammar; skills needed for research and organizing ideas; oral communication skills through classroom and small group discussions and presentations; and various types of writing including expository, narrative, business communication and scientific.

Math:

Big Ideas Math – grades 6-8
4 online programs – all grade levels
- SuccessMaker
- Wowzers
- Imagine Math (previously TTM)

Imagine Math Facts
EngageNY Math / Eureka Math for 5th grade, if approved

Math teachers teach the grade level curricular content specified in the state standards for mathematics, encourage the development of critical thinking skills, teach fluency with computation skills, and demonstrate the relevancy of math in technology and everyday life.

Science:

STEMscopes – all grades
FOSS – 5th grade
CPO Science (primarily for the lab equipment) – for grades 6-8

Aligned to the California Next Generation Science Standards, the Sunrise science program utilizes an approach that is heavy on hands-on scientific exploration. The program is designed to get students to think critically about biology, chemistry and physics. Students use the scientific method to identify a problem, state a hypothesis, conduct an experiment, analyze the data and reach a conclusion.

Social Science:

History Alive from TCI, grades 6-8
Social Studies Alive from TCI, grade 5 (tentative)

Sunrise follows the 2016 History-Social Science Framework for California Public Schools. We teach students a global perspective by studying other countries as well as our own, all with an eye toward how current events may be influenced by the past.

Please see Appendix K for our core subject curriculum maps and related course materials.

Pedagogy

Sunrise staff members believe that all students are capable of succeeding, and intelligence is not fixed but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they all reach certain established goals.

Built upon a classroom mindset of growth, Sunrise's instructional methods provide opportunities for every student to learn academic content and the skills necessary to support their conceptual understanding to the highest degree.

Many students enter Sunrise below grade-level in ELA and math. While Sunrise programs and research-based instructional methods have shown to accelerate the learning of students to grade-level status, Sunrise continues to face the challenge of supporting the wide range of proficiency levels towards high school, college, and career readiness.

Teachers deliver CCSS/NGSS-based instruction that is differentiated. Through the RTI model students in need of tier 2-3 supports are given more individualized attention. Classrooms are equipped for a blended learning experience, where technology is used as a tool to enhance the classroom experience as well as supports more individualized and differentiated learning. Through differentiated activities and carefully selected adaptive, computer-based programs, teachers help students access the curriculum.

This learning extends into the newly established learning lab time. The learning lab defines a separate space and time for students to engage in adaptive computer assignments. The embedded assessments within the programs as well as formative assessments designed by the teacher help in monitoring the progress of each student, low achieving or high-achieving, moving at his/her own pace towards identified goals.

Furthermore, standards from across the curriculum are connected through the practice of project-based learning which helps make classroom learning relevant to students' lives and also allows teachers to assess students' competence in 21st century skills such as communication, collaboration, and problem solving.

While Sunrise's main focus is on academics, we also maintain that a student cannot learn if he or she is not feeling emotionally and physically safe. We therefore also build whole-child education into our program through twice-month advisories, conflict resolution, a SCOPE character-building program, daily meditation, group and individual counseling, outdoor education, and 21-day challenges on kindness, gratitude and living fearlessly.

Professional Development

Sunrise is committed to ensuring equitable access to challenging and meaningful learning for all students. Professional development addresses student achievement and building our capacity to serve the needs of our student population. Embracing a professional culture of continuous improvement allows us to grow in the following key areas of focus:

- Test performance (pedagogy, culture, enhancing curriculum, intervention, ELD integration, 4C's),
- Access to technology (formative assessment, intervention, engagement),
- Improving pathways towards Alg1 (readiness),
- And, individual teacher professional growth

Each year teachers spend five-plus days in professional development prior to the start of school and continue this training with four or more hours each month.

This year, 2018-2019, new teachers replaced two members of our math team and two members of our special education team. We are continuing to solidify specific instructional practices across all classrooms. At times easier said than done, we need to find a way to keep our knowledge base current, but also find a way to sustain our shared depth of knowledge year after year.

Our learning environment integrates English language development standards to best serve our English language learners. We do believe that the integration serves all of our students as "academic English learners" in their readiness for college and career. As we continue to use strategies that include the works of Dr. Kate Kinsella and trainings offered by the SCCOE, this year we will continue to improve on formulating language targets based on the ELD standards and applying them to support our goal of building reading and writing skills to better respond to word problems. We see a need to improve our skills in facilitating more constructive academic conversations in the classroom.

Please see Appendix A for a listing of the professional development planned for 2018-2019.

Special Populations

Academically Low-Achieving Students

The majority of Sunrise Middle's students are historically under-achieving and come to us from one to four years behind grade level in either math or English or both. Sunrise defines low-achieving students as those who score Level 1 (standard not met) or Level 2 (standard nearly met) on the prior year SBAC state exams, or below grade level on current year Fall NWEA exams; those students who score below the proficiency level on interim benchmark exams; and/or those students who earn one or more grades of D or lower per grading period.

Sunrise assesses students in the Fall to identify those who will need interventions on top of the regular differentiation that occurs within the core classrooms. Approximately every six weeks we re-assess the progress of these students to determine if they still need, no longer need, or need more of the additional interventions.

Academically low-achieving students are held to the same high expectations as other students and also are given the supports to meet these expectations. This occurs through a concentrated focus on differentiation within each classroom. This differentiation occurs through a rotational model employed in many of the English and math classes, adaptive online learning programs, push-in support

from other teachers or aides and other intervention strategies. We provide RtI for Tier 2 and Tier 3 students who require more attention and support, although our RtI model is not yet fully defined.

Low-achieving students also receive small-group intervention during our newly created learning labs. These students also are referred to “office hours” for extra help from their core teachers after school and are strongly encouraged to join the school’s after school program where they can receive extra tutoring and homework help. These students also are encouraged to participate in the school’s summer program, which includes English, math and project based learning each morning for 20 days.

Academically High-Achieving Students

Sunrise Middle’s higher achieving students are defined as those students who achieve Level 3 (standard met) or Level 4 (standard exceeded) on their prior year SBAC state assessments, or who demonstrate they are at grade level on the Fall NWEA assessments; who score at or above proficiency level on the interim benchmark exams; and who consistently earn A’s and B’s every grading period.

Currently, these students are invited to join a Challenge class, where they are pushed to excel beyond grade level. They are given the same curriculum as students in the regular classes, but also challenged to do more. Sunrise has not yet determined if it will phase out these Challenge classes; we have noticed pros and cons to having these.

Meanwhile, our high-achieving students are also given:

- Computer adaptive programs that allow them to work at their own pace. In math, for example, students can learn content beyond their grade level.
- A wide selection of literature, both in-house and through access to library visits, with books at higher Lexile levels.
- Enrichment opportunities such as through science fair participation or a girls STEM club, or coding elective class.
- Projects that allow the students opportunities to practice higher Depth of Knowledge (DOK) prompts, measured through projects and formative assessments.

The Sunrise English Learner Program

Sunrise is committed to help raise the academic level of each student, including our English learners, who comprise nearly 45 percent of our students. All eligible students enrolled receive appropriate English Learner services in accordance with federal and state law. All English Learners are held to high expectations and expected to meet state standards in academics. To ensure this, all Sunrise teachers serving ELs are appropriately credentialed and are trained in pedagogical strategies that scaffold both content and skills.

Teachers weave ELD strategies into their lessons, which are designed to accelerate the learning for all students:

- Specially Designed Academic Instruction in English (SDAIE)
- Scaffolding
- Frontloading of language for context
- Academic vocabulary
- GLAD strategies

The Sunrise English Language Development (ELD) Plan is part of a comprehensive school-wide effort that trains teachers to develop and strengthen their classroom ELD strategies. All teachers assume the responsibility in assuring that designated ELL students will be successful in progressing towards proficiency levels in the areas of English Language Arts, Math, Social Studies, and Science.

All of our teachers have received training – either directly or from our teacher mentors, who have been trained – from the Santa Clara County Office of Education's ELA/ELD trainings and from Dr. Kate Kinsella's Workshops on tools to prepare English Learners.

Identification of English Learners:

Sunrise takes the following steps to identify and assess English Learners (ELs):

- Upon enrollment, all students are given the Home Language Survey;

- Students who indicate that their home language is other than English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

- Additionally, Sunrise contacts school personnel at all of its new students' prior schools to determine their English Learner status – EL, EO, RFEP or IFEP.

- The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines and test contractor's directions. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized

Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP.

- Sunrise staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process.

- Once an EL is identified, a conference is scheduled with the child's parents to outline the instructional program, the teacher's role in its implementation, and the teachers', parents', and school's roles in providing support.

Notice of assessment of a student's English proficiency shall contain: (1) whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner; (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners; and (3) the manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

Educational Program for English Language Acquisition

It is the responsibility of Sunrise Middle School to provide access to grade-level core curriculum for all English Learners. This is accomplished through utilizing designated blocks of instruction for Emerging (Level 1 and 2) ELs and integrated lessons for Expanding and Bridging ELs (Level 3 and 4) as well as Emerging ELs.

English learners are enrolled in regular classes and, depending on needs, may receive extra small group instruction four hours a week. This is in addition to the nine hours of English all students now receive each week. These students may also receive additional after school support in our after school program.

Our main instructional strategies for ELs focus on frontloading curriculum and vocabulary, phonemic awareness, utilizing academic language and close reading. This is accomplished in small group rotations, Lucy Calkins-style reading clubs, Linda Mood Bell's Visualize and Verbalize reading recovery, Barton reading and spelling, studying Greek and Latin roots, EL Achieve discussions, and Productive Partners (using Kate Kinsella's 4Ls – Look, Lean, Lower and Listen)

Sunrise Middle School is committed to hiring an instructional staff that can meet the needs of all students, including English Learners, by hiring teachers who have already obtained CLAD certification. Currently, all teachers except our new project based learning coordinator have obtained this. We continue this teacher training in-house and also by sending our teachers to outside trainings. We comply with all applicable federal law regarding the services and education of English Learners to ensure that they are: 1.) properly identified through ELPAC and a Home Language Survey, 2.) supported in reaching the same academic standards as other students, 3.) receiving all curricular materials, and 4.) given appropriate evaluations and exit criteria to monitor their progress and modify where needed.

Sunrise ELD Program Components
Integrated Reading, Writing, Listening, & Speaking with Differentiated Instruction • All subject areas: ELA, Math, Science, Social Science English Language Development- Designated Instruction (pull-out) • For ELs Levels 1 and 2, hour-long small group direct instruction 4x per week, for English and Math Extended Day Opportunities • After school tutoring during office hours • After School Program • Summer Program
English learners have access to core curriculum in math, science, and social studies through Specially Designed Academic Instruction in English. Sunrise recognizes three key characteristics of quality instruction especially for language learners: scaffolding for comprehensible input, structured opportunities to practice language, and cognitively challenging tasks to teach learning strategies. Instruction integrates: • Use of state-adopted or district-approved materials • Use of technology for skill-building • Academic language development is integrated across content areas • Instruction develops listening, speaking, reading, and writing skills and promotes academic discourse. • Teachers trained in scaffolding instruction, adaptive use of curricula, and supplemental materials • Differentiated instruction including emphasis on scaffolding techniques and experiential/engaged learning opportunities (teacher-guided approaches, cognitively challenging tasks, flexible grouping, structured academic talk, visuals, graphic organizers, multi-tiered intervention, positive behavior supports, etc.) Reading intervention programs based on students' lexile scores and learning style: • Achieve 3000

- Barton Reading and Spelling
- Linda Mood Bell “Visualize and Verbalize” for reading recovery
- Renaissance Accelerated Reader and Renaissance Star Reading

For Newcomers:

- Acess Newcomers – Building Literacy Through Learning
- Inside Listening - Listenwise

Writing programs:

- Achieve 3000
- Scholastic English 3D (academic vocabulary, speaking, listening, and writing)
- IXL

Teachers are directed to address student needs through data-driven instruction and re-teaching if necessary.

Growth Measurement

Adequate growth will be measured throughout the year at “check points” described below.

Frequency	Assessment
Tri-annual	NWEA
Quarterly	Grade Reports, Achieve Lexile Reports, School-wide Writing Benchmarks
Annual	ELPAC, CAASPP

Intervention

The following interventions are put into place for students not meeting their growth targets:

- Regular parent/teacher and student-led conferences
- Additional support in smaller push-in or pull-out groups
- Environment supports in the classroom
- Review of teaching strategies
- Student Success Team Meetings for the most at-risk, or for those who are still not making progress at six weeks

- Counseling referrals for those who seem to be affected by other factors such as family or emotional factors

A more individualized approach may be required for language learners not making adequate growth. Modifications may include increasing or decreasing certain activities or the inclusion of other skills for mastery:

Activities that may be increased	Activities that may be decreased	Teach essential skills for
• Re-teaching time • Individual practice with feedback and monitoring • Teacher-student interaction • Student-student interaction • Academic English usage	• Size of instructional group • Number of concepts taught in one setting • Number of steps or processes • Complexity level of material	• Reading • Writing • Listening • Comprehension • Thinking Skills • Oral fluency • Collaboration

Program Effectiveness

A goal of the English Language Development Plan is to meet the academic and social needs of students identified as English Language Learners. Ongoing job embedded professional development, common collaborative teaming with instructional coaching, and school oversight is a means of assuring implementation of this plan. Overall implementation and collection of evidence of implementation involves the collaboration with the instructional staff. The Sunrise ELA team oversees the evaluation of this plan.

Indicators of program effectiveness include:

- Parent surveys (bilingual documents and translations services are available)
- Coherence with school improvement plans
- Professional development participation and feedback
- Formative and summative assessment results
- Classroom observations

Reclassification Process and Monitoring

Sunrise Middle School takes the reclassification of our English Learners very seriously. We believe that before any student is considered for reclassification they must meet specific standards and attain the appropriate level of proficiency in English. Approximately 40 to 45 percent of our students are English Learners

each year, and another 30 to 40 percent are reclassified, many within the last two to three years. Therefore, all of our students are given nine hours of ELA (and/or ELD) instruction daily. In addition, ELs are placed in pullout groups for individualized instruction, depending on their needs.

Sunrise students who are identified as ELs are given the ELPAC test each year until they are reclassified. If students have been reclassified within two years, they are placed on a list for monitoring.

Sunrise recognizes that the State Board of Education has established four reclassification criteria, based on Education Code Section 313(d), for schools to use in reclassifying students from English Learner to Fluent English Proficient.

- The first criterion is an assessment of English language proficiency, which in California is the ELPAC, coupled with mastery of ELD standards at the student's grade level.
- The next criterion is a review and analysis of the student's performance, which at our school is based on SBAC scores, Achieve3000 scores and NWEA MAP results.
- The third criterion for reclassification is teacher evaluation of a student's academic performance, which is based on the student's grades, writing sample, and formative assessments reflecting the mastery of State Standards.
- The fourth and final criterion is parent opinion and consultation, which involves parents or guardians discussing their student's English-language proficiency and meeting the guidelines of reclassification.

Sunrise follows the following decision guide when considering students for reclassification.

Question 1: Did the student score at Level 4 overall and in Listening, Speaking, Reading, and Writing? If no, the student remains an English Learner. If yes, the process continues.

Question 2: Does the student meet the school's cut point, a score of at least Level 2 in ELA, on the state's standardized SBAC test or the equivalent on NWEA? If no, the student remains an English Learner. If yes, the process continues.

Question 3: Does the student meet the academic performance indicators set by the school and English department (writing sample, grade and GPA, etc.) If no, the student remains an English Learner. If yes, the process continues.

Question 4: Parents/Guardians are advised of their right to participate in the reclassification process and are encouraged to participate in a meeting to discuss their student's assessment results. If the parent argues against

reclassification, the student would remain an English Learner. If the parent agrees to reclassification, school records are updated, and the students and families are given congratulatory letters and honored at an assembly.

The reclassified student's progress is then monitored for two years. If the student is a seventh or eighth grader, his/her high school is notified of the recent reclassification when the student is promoted so that the new school may continue the monitoring process. Similarly, Sunrise continues the two-year monitoring process for all recently reclassified students entering the school.

If a student is making unsatisfactory progress following reclassification, a student/parent/teacher conference is held to discuss the current academic achievement and to develop an appropriate intervention plan. Interventions may include but are not limited to: differentiated instruction during the school day; ELD follow-up after the school day; and access to computer-based intervention programs. If a student fails to make progress, it is necessary to intervene and not allow him/her to fall behind.

The Sunrise Special Education Program

At Sunrise Middle School we place emphasis on immersing all of our students in the general education curriculum alongside their peers. Sunrise strives to educate the whole child, while empowering all of our students to experience success regardless of skill or ability.

Currently, approximately 13 percent of Sunrise's student population, or 33 students, are receiving special education services. Sunrise provides consistent rigor and multi-sensory instruction that allows students to access the curriculum and help all students reach their full potential. As of August 2018, 6% of our special education students have a diagnosis of Intellectual Disability, 3% have a diagnosis of Autism Spectrum Disorder, 3% have a diagnosis of Emotional Disturbance (ED), 10% have a diagnosis of Other Health Impairment (OHI) 65% have a diagnosis of Specific Learning Disability (SLD), and 13% have a Speech and Language Impairment (SLI). The population of students with a secondary diagnosed disability includes 10% OHI, 13% SLD and 13% SLI. By grade level. 20% of our students receiving IEP services are in sixth grade, 33% in seventh, and 47% in eighth.

Sunrise recognizes that each student's needs are unique and takes the initiative in identifying students who not only require additional academic support but who also may require socio-emotional support. Of the students receiving separate setting services, 58% are enrolled in a SAI Study Skills class, and 20% are receiving counseling for anxiety or trauma.

Students with IEPs and 504 plans are closely monitored along with Tier 1 students in the general school population. During the previous 2017-2018 academic school year, 90% of our Special Ed students met their IEP goals.

Special Education Program Structure

Sunrise employs two credentialed Specialized Academic Instruction (SAI) teachers for its 33 students with disabilities. These teachers hold a combination of autism spectrum disorder authorizations, Structured English Immersion authorizations and graduate degrees in Special Education and Public Administration. Both teachers are collectively supporting the dynamic needs of students and teachers. The Sunrise Special Ed team works closely with a multidisciplinary instructional team that includes an English Language Development specialist, a speech therapist, an educational psychologist, a counselor and general education teachers.

Embracing Sunrise's adopted growth mindset initiative, the Special Ed team is pursuing professional development on its SELPA's database software (SEIS) and through seminars that address unique Special Education initiatives such as English Language Learners, dyslexia and trauma.

SAI teachers / case managers are assigned to provide academic services and to manage the IEPs of specific students. Caseload assignment depends on SAI teacher expertise, type of education specialist credential, and authorization. Sunrise's case managers currently have fewer than 20 students on their caseload. The case managers provide the majority of SAI support by pushing into the general education classroom – mainly math, English and science.

The Special Ed team also delivers 45 minutes of pull-out support two times a week to provide more intensive instruction, focusing on IEP goal support (e.g. math, English, behavior, attending and study skills). SAI pull-out sessions are referred to as a "Study Skills" elective, in which a structured, consistent, and, safe environment consistent with Sunrise's general education classroom settings is provided. Adhering to E.C. § 60119, both SAI teachers ensure that students have access to curriculum both in the bi-weekly Study Skills elective and in an electronic mobile format (e.g. audiobooks).

Inclusion Model

In alignment with Sunrise Middle School's philosophy that *every child's brain can grow*, Sunrise embraces the inclusion model and equity. To maximize 21st century skill development (critical thinking, collaboration, communication and creativity), the Special Education Department believes in placing our students in special education within the least restrictive environment. For this reason, our team of special education and general education teachers embrace the co-teaching model so that instruction in a general ed classroom is differentiated to

meet the needs of all students. Students are encouraged to take risks and to investigate in a safe environment with supportive peers and adults. While 94% of our special ed students participate in grade level academic courses, 6% of these students are placed in challenge classes, in which the academic content is designed to be more challenging and above grade level. Two instructional aides assist the credentialed special education teachers in providing emotional safety, personal safety, physical safety, mentorship and positive adult-peer relationships to all our students.

Case Managers write and share an IEP-At-A-Glance document with each student's general education teachers. These documents include IEP information such as goals, accommodations, services and supports. In addition to this, general education teachers receive both on-demand and weekly consultation on how to read and use these documents, as well as guidance on how each student's IEP goals, services and accommodations are monitored. Case Managers provide ongoing weekly support throughout the year in how to work effectively with individual students (including goal support), and how to resolve challenges to student learning. This collaboration is written into the IEP in the section, "Other Supports for School Personnel, Or for Student, Or on Behalf of Student," for all students.

IEP goals are updated by assigned Case Managers four times per year. During these updates, the special education teachers compile data both from their work with the students and from qualitative and quantitative reports from general education teachers. These are then synthesized and included in the goal update. Goals are updated in the online IEP system, printed, and sent to teachers. The special education team elicits feedback and suggestions from general education teachers when designing goals, as they have unique insight into what skills are truly holding back student performance in the classroom.

Sunrise's Special Education Responsibilities:

Sunrise recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with a Special Education Local Plan Area ("SELPA") pursuant to Education Code Section 476451(a) in order to ensure that a free and appropriate public education is provided to all students with special needs.

Sunrise will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA"), and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Furthermore, Sunrise will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by Sunrise for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(b).

SELPA Affiliation

Sunrise has been designated an independent Local Education Agency (LEA) member in the El Dorado SELPA for purposes of special education. Sunrise will make written verifiable assurances that it is an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

Sunrise assumes full responsibility for providing special education and related services to eligible Sunrise students, in accordance with state and federal law. Sunrise currently follows policies and procedures of the El Dorado SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. Sunrise agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records. No child is denied admission based on disability or lack of services.

Child Find

Sunrise understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability or district of residence.

Sunrise shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Sunrise staff member may request an initial evaluation at any time to determine if the child is a child with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Sunrise may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

Sunrise shall be solely responsible for compliance with state and federal Child Find requirements. Sunrise shall implement policies and procedures of the El Dorado SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Sunrise’s internal method for referral for assessment will be the Student Study Team (SST) process. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that Sunrise receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. Sunrise shall respond to a written request for assessment within 15 days.

If Sunrise concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission, or a hearing decision authorizing Sunrise to assess a student over the objection of his/her parent(s). The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

Assessment

Sunrise shall be solely responsible for conducting special education assessments deemed necessary and appropriate by Sunrise. Case Managers are responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered is used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Sunrise follows the following assessment guidelines, unless a conflict exists with the El Dorado SELPA policies and procedures, in which case the SELPA policies and procedures shall govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;

- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Sunrise will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

Sunrise shall be solely responsible for ensuring that all aspects of the IEP are appropriately implemented. Sunrise will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate
- The Executive Director/ Principal or its designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

Sunrise will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by Sunrise. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The Designated Instructional Services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances;
- The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills,

along with transition services needed to assist the student in reaching those goals; and
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When Sunrise seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

Sunrise shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the

IEP team at any time during the year via written notice to the school. Once the request is received, Sunrise will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

As stated above, Sunrise offers a comprehensive inclusion program that includes specialized academic instruction classes, learning center supports, extended school year, and sheltered instruction for students with moderate to severe disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Sunrise will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Students

Sunrise shall comply with Education Code Section 56325 with regard to students transferring into the Sunrise within the academic school year.

Sunrise shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to Sunrise from another school within the same SELPA, Sunrise, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents and Sunrise agree to develop and implement a new IEP.

For students transferring to Sunrise from another school within a different SELPA, Sunrise, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Sunrise shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Sunrise from a school outside of California, Sunrise shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Sunrise conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Sunrise, and develops a new IEP, if appropriate, in accordance with federal and state law.

For students leaving Sunrise to another school, Sunrise shall provide notice to the student's home district.

Staffing

Sunrise is responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. Sunrise shall ensure that all special education staff hired or contracted by Sunrise is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Current levels of staffing are summarized above; however, staffing is subject to change at the discretion of Sunrise in order to meet the unique needs of the students enrolled. These staff, in collaboration with Sunrise's leadership, will be the primary Sunrise representatives tasked with assuring that all aspects of the IEP are properly implemented.

All teaching staff at Sunrise will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Sunrise Staff

Sunrise administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

Sunrise shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

Sunrise, in collaboration with its SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from Sunrise of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Case Manager. The Case Manager will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Case Manager will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Sunrise must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to meetings to develop their child's IEP.

Sunrise will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Sunrise will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. Sunrise will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

Sunrise acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Sunrise's alleged failure to provide FAPE to students enrolled in the Sunrise. Sunrise may also initiate a due process hearing or request for mediation with respect to a student enrolled in Sunrise if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Transportation / Facility

Sunrise makes arrangements for transportation of its special education students, as required by law and in accordance with a student's IEP. Our facility does not present physical barriers that would limit a student's full participation in the school's educational and extracurricular programs.

Section 504 of the Rehabilitation Act

Sunrise Middle School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Sunrise Middle School. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for 504 accommodations.

Sunrise shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of Sunrise shall be accessible for all students with disabilities in accordance with the ADA.

A 504 team is assembled when new students with 504s enter the school or when a current student is found to possibly benefit from accommodations. For each such student the school principal sets up a team to write up the plan and to review an existing plan on an annual basis. The team includes the parent/guardian, the student and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate or continues to be appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team makes a referral for assessment under the IDEIA. If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free and Appropriate Public Education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.
All 504 team participants, parents, guardians, teachers and any other participants in the student's education receive a copy of each student's 504 Plan. The principal ensures that teachers include 504 Plans in their lesson plans for short-term substitutes and that the teachers review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications, and continued eligibility.

Sunrise Middle School is a member of the El Dorado County Charter SELPA. We understand that any change in the charter school's SELPA affiliation or LEA status for purposes of special education shall require written notification to the SCCOE. Sunrise Middle School ensures that all children with disabilities enrolled in the school receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law, regardless of students' home districts.

EXTRA PROGRAMS

Sunrise offers many programs and experiences beyond what is state-required in an effort to give our students a true whole-child education. Here are some of the programs we currently are offering.

University Trips

We have established university overnight field trips for our new students and our 8th graders in an effort to help them believe that they can be the first in their family to graduate from a four-year university. The trips allow them to envision themselves in important spaces – to experience how the college environment feels, to know what it's like to eat and sleep on campus, to understand how classes work, and to learn about extracurricular organizations and programs. Students also get a chance to learn from other first generation college graduates, including our own staff members, who have inspiring stories. The students learn that college begins in middle school and are inspired to do well in their studies. The classmates also get an opportunity to bond with each other. The universities most often visited are UC Santa Cruz and Santa Clara University.

Outdoor Education

Sunrise Middle School believes that many young people are lacking in knowledge about the natural world and that experiencing the outdoors will not only provide them with tranquility and adventure, but also help them become better stewards of the Earth. For this reason we have developed an outdoor program that offers students the opportunity to be in nature once or twice a month, after school and on weekends. Depending on the amount of funds we are able to raise, we provide trips that include hikes, camping, backpacking, caving, snow science, horseback riding, high ropes courses, kayaking, rafting, rock climbing and more. For many of our students, these are the first time they have ever been able to experience these activities.

Summer School

Sunrise receives funding from the 21st Century Community Learning Center federal grant and private donors to put on a first-class summer program for four weeks, from late June to late July, each summer. Students learn math and reading and take part in project based learning during the morning. They enjoy swimming, sports, enrichment classes and field trips during the afternoon. Each summer we also offer an optional four-day cabin camping trip to Mt. Shasta. The theme for our summer project based learning this past summer was homelessness. Students created a video on the homeless, built a tiny home, designed tiny home communities, fed the homeless, and brought their ideas for solutions for homelessness to the mayor's office.

After School Program

Sunrise has its own summer school program, primarily funded by the ASES federal grant. We currently have 100 of our students in this program, and have a 95% attendance rate. The students love coming, thanks to the high energy of our after school staff. The program includes homework and other academic support,

enrichment activities, sports and recreational activities. Because this is our own program, there is strong communication between the teachers and the after school staff. The after school staff knows what the students are working on in the classroom and, therefore, can help them well in the after school program. The program also contributes greatly to the school's "second home" atmosphere. Many students continue to come to Sunrise long after they graduate to visit in the after school program.

League Sports

Sunrise believes in the importance of competitive sports for young people and therefore, offers various league sports to its students. In 2018-19 the school is offering girls volleyball, boys and girls basketball, coed flag football and boys and girls soccer. Our students compete against students from other charter and district schools. Students also can choose to join in non-competitive long distance runs with a Native American running team.

21-Day Challenges

Our annual 21-Day Challenges are events that serve as a tool to start conversation amongst students on one of three main themes – living fearlessly, gratitude or kindness. We hope that with these events students can better understand themselves and know that they are not alone during their difficult times as well as their phenomenal times. The students help staff in identifying the four to five major subcategories to explore within each theme. For the 21 days students then discuss and journal on a variety of topics that are related to that theme and its subcategories. We also hold events and invite speakers. We focus on each of the three topics for 21 days since that's how long it takes to create or break a habit. By the time students go through all three years at Sunrise Middle they will have explored each topic.

Harvest to Table / Restaurant

Harvest to Table, or *Cosecha a Mesa,* is a program that focuses on developing the students' minds through gardening and cooking. Essentially, this program aims to educate students about the importance of sustainability, with the hope that students begin to see this approach more of a lifestyle to better their community, their family and, most importantly, their bodies and minds. The goal is for students to become more in touch with the plants and food they eat on a regular basis. For the summer, the program recreates a restaurant where we aim to teach students about entrepreneurship skills as well as culinary skills. Students learn the importance on how to run their own restaurant by choosing the name of the restaurant, learning the different job positions, preparing the food and, lastly, serving the food to friends and family members!

Career Day

The Career Day program provides students with a tangible and phenomenal long-lasting experience that connects their academics goals with their professional career goals. The students have the opportunity to develop and build meaningful and personal connections with about 40 professionals who are invited to present that day. This day is very special for the students because they get an exposure to jobs they never knew much about and also to get a better understanding what those jobs really entail. By the time they head to high school students are well informed about a variety of job positions such as: police, firefighters, lawyers, engineers, artists, architects, financial consultants, business leaders, teachers, politicians, radio talk show hosts, doctors, veterinarians and more! More than anything, students walk away from the Career Days more excited about their learning and more aware of how their learning is relevant to their future.

ELEMENT 2: MEASUREABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. 'Pupil Outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by the charter school." (Ed. Code § 47605(b)(5)(B).)

Goals and Actions Aligned with the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), Sunrise Middle School will comply with LCFF/LCAP and pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the new California Assessment of Scholar Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details Sunrise's goals as of this renewal petition submission, for all students pursuant to Education Code Section 52052, for each of the eight state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the Education Code, Sunrise's stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions Sunrise anticipates at this point in time.

Please note that the LCAP and any revisions necessary to implement the LCAP, including the outcomes and methods of measurement listed below, shall not be considered a material revision of the charter and shall be maintained by the school at the school site.

Sunrise Goals Aligned with State Priorities	
State Priority #1: Basic Services (Conditions of Learning)	
Goal:	Believing that the success of a school lies within the classroom, Sunrise will continue to attract, support and retain a highly effective and diverse certificated teacher, clerical and administrative workforce.

Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	1.1 All teachers will hold valid teacher credentials and will receive salary increases designed to make their salaries competitive with those of other districts. 1.2 The school will support teachers in providing continued quality professional development and collaboration opportunities for teaching staff. 1.3 The school will support administrators in their efforts to obtain administrative credentials.
Sub-priorities:	• Teacher salaries • Professional development • Administrative training
Annual Measurable Outcomes (2018-19):	• 100% of teachers will hold valid teacher credentials and will receive salary increases of 3% plus $3,000 for 2018-2019 • The school will provide a robust set of professional development opportunities to all of its core teachers • The school will provide administrators with funding and opportunities to obtain administrative credentials.
State Priority #2: State Standards (Conditions of Learning) **State Priority #7: Course Access (Conditions of Learning)** **State Priority #8: Other Pupil Outcomes**	
Goal:	Sunrise will continue to build its comprehensive educational plan for our English Learners and recently reclassified students, who comprise the majority of our student body.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and foster or homeless youth.
Actions:	2.1 The ELD coordinator will focus on serving Beginning to Intermediate level English Learners in the designated block and during class time. She will help them access the curriculum through weekly collaboration sessions with the other teachers. 2.2 Our Designated ELD block for Beginning to Intermediate ELs will continue to support success in content areas by strengthening language skills. Sunrise will continue to utilize nine-week units for Performance Based Assessments, or PBA's, to dictate the language supports needed in each

	content area. 2.3 Sunrise teachers will continue to participate in focused ELD training.
Sub-priorities:	• ELD Coordinator • ELD Designated Block • ELD Training for Teachers
Annual Measurable Outcomes (2018-19):	• 50% of our continuing English Learners (returning 7th and 8th graders) will be reclassified in 2018-19 • 17% of our ELs will be proficient or above in English and 10% in math • Our internal writing rubric will show that 88% of our 8th grade English Learners are scoring at proficient or above in writing
Priority 4: Pupil Achievement **Priority 8: Other Pupil Outcomes**	
Goal:	Sunrise will provide a high quality and comprehensive instructional program that empowers all of our students and subgroups to not only perform well on the state standardized tests, but to also be college and career ready, creative and critical thinkers, technologically savvy, and skilled in leadership, collaboration and conflict resolution. This plan includes a comprehensive Multi-Tiered System of Supports (MTSS), which melds our newly established PBIS with RtI and our other student intervention and engagement programs.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	3.1 The assistant principals will continue to coach teachers utilizing a coaching model that includes frequent feedback, reflective planning, instructional coaching and small group coaching. The coaching plans will be jointly developed to reflect department-wide and schoolwide plans for developing teacher capacity. 3.2 We will deepen the scope and breadth of our PBLs by hiring a full-time PBL teacher/ coordinator. Our projects will focus on identity, economic disparity, immigration, ethnic diversity and other subjects of interest to our students. 3.3 Sunrise will improve its academics through aligning 21st century skills through MTSS, increasing student access to technology, increasing the number of education

	specialists and paraprofessionals, and offering various math and ELA intervention programs. 3.4 Sunrise will fully implement its Positive Behavioral Interventions and Supports (PBIS) system. 3.5 Sunrise will implement a Multi-Tiered System of Support (MTSS), which combines PBIS with its Response to Intervention (RtI) program.
Sub-priorities:	• Coaching Plans • Project Based Learning • Improved Academics • PBIS • MTSS
Annual Measurable Outcomes (2018-19):	• At least 43% of our students will be at Level 3 or 4 in ELA on the state SBAC exam • For the NWEA local testing, 78% of our students will meet or surpass their growth target in math and reading • 84% of our students will score a 3 or 4 on a 4-point rubric on our internal writing assessments
State Priority #3: Parental Involvement (Engagement) **State Priority #5: Pupil Engagement** **State Priority #6: School Climate** **State Priority #8: Other Pupil Outcomes**	
Goal:	Sunrise creates a strong college-bound culture that pushes students to achieve and close the opportunity gap, while also providing them a safe and nurturing environment for holistic education, supported by strong parent participation. In 2018-19 there will be extra emphasis on counseling, building self-confidence, developing grit and stamina, and living fearlessly.
Applicable Student Groups:	All students (schoolwide), including Hispanic or Latino, English Learners, Socioeconomically Disadvantaged students, Students With Disabilities and homeless or foster youth.
Actions:	4.1 Sunrise will continue its programs for college and career readiness, encourage summer program participation to prevent the so-called “summer slide,” and begin a mini AVID program on campus. 4.2 Sunrise will continue to encourage parent participation in the school through a seat on the school board, ELAC and School Site Council panels, volunteering, frequent communication home and an increased number of

	parenting classes and support groups (all in English and Spanish). Volunteering is never required, only encouraged. 4.3 Sunrise will continue to build upon its Socio-Emotional Learning program, believing that it is critical to success among its middle school youth. This will include the expansion of its counseling program.
Sub-priorities:	• College and Career Readiness • Parent Involvement • Socio-Emotional Learning
Annual Measurable Outcomes (2018-19):	• 98% parent satisfaction on internal surveys • 80% student satisfaction on internal surveys • Suspension rate of 7.5% or less • Expulsion rate of 0% • Attendance rate of 95-96%

ELEMENT 3: METHODS TO MEASURE PUPIL OUTCOMES

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Ed. Code § 47605(b)(5)(C).)

Sunrise Middle School shall meet all statewide standards, including the Common Core State Standards, and take the CAASPP (or California Alternative Assessment), California Science Test (CAST) any other statewide standards authorized in statue or pupil assessments applicable to pupils in non-charter public schools (e.g., ELPAC, Physical Fitness Test).

Please refer to Element 2 for a description Sunrise's goals, which are aligned to the eight state priorities and demonstrate multiple measures for each subject area. Sunrise affirms that its methods for measuring pupil outcomes for the eight state priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card, as required by Education Code Section 47605(b)(5)(C).

Sunrise uses a variety of additional assessment tools to track student progress and inform teaching. These assessments may be monitored and altered over time to best serve our students' needs.

- Sunrise identifies students who may be at risk for academic failure utilizing local benchmarks – NWEA, quantitative and qualitative data, and teacher-driven formative assessments.
- Sunrise utilizes disaggregated data by student groups to assess discipline practices.
- Sunrise conducts student, staff and parent surveys to evaluate school climate.
- The school also has implemented a multi-tiered system of support (MTSS) to support the school's continuous improvement efforts, beginning with data related to PBIS and RTI. The MTSS supports Sunrise's commitment to continuous improvement of its educational programs through the staff's regular practice of collecting student performance data and analysis to inform decision-making.
- Sunrise administrators report school performance data to the School Board, to parents, to students, and to its charter authorizer, the Santa Clara County Office of Education.
- Data is collected annually, periodically and on an ongoing basis.
- Data is analyzed by Edtec, the school's own data analyst, and the school's teaching staff.

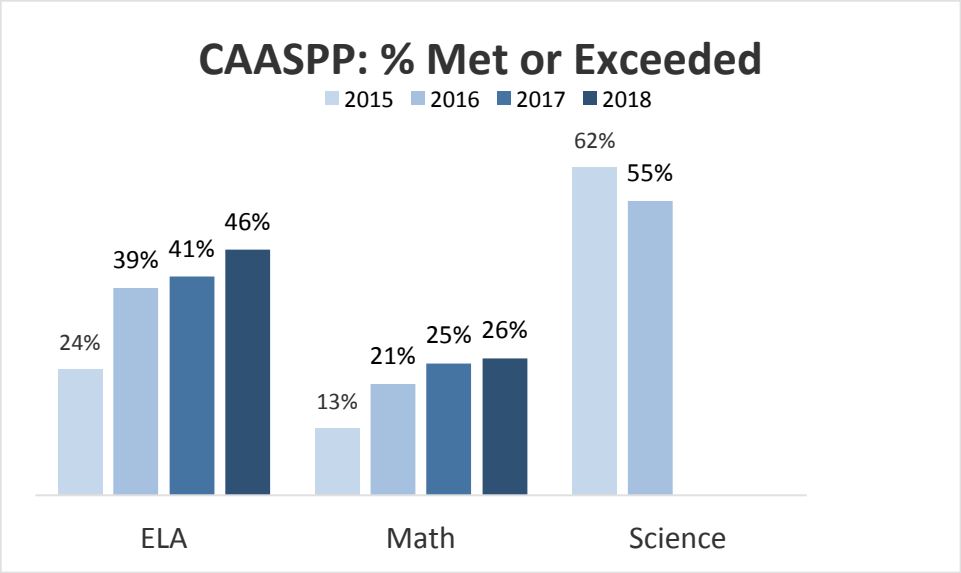
Here are the current assessments we use to track student outcomes. These may be modified over time. All identified subgroups will meet our performance goals.

Annual Assessments	**Periodic Assessments**	**Ongoing Assessments**
California SBAC State Assessments in ELA and Math The California Science Test (CAST) English Language Proficiency Assessments for California (ELPAC) California Physical Fitness Test (PFT) for 7th graders	NWEA MAP assessments (beginning, middle and end of year) Progress toward achieving Individual Education Plan (IEP) goals (quarterly) Benchmark and / or SBAC interim exams (four times during the year) Progress reports in coursework, tests, quizzes, projects, homework, and class participation (six times per year)	Homework Daily exit tickets SuccessMaker and Imagine Math (formerly TTM) assessments for math Achieve 3000 progress Accelerated Reader assessments Alloy Learning assessments Informal classroom-based assessments Research projects Class discussions Essays Science Lab reports

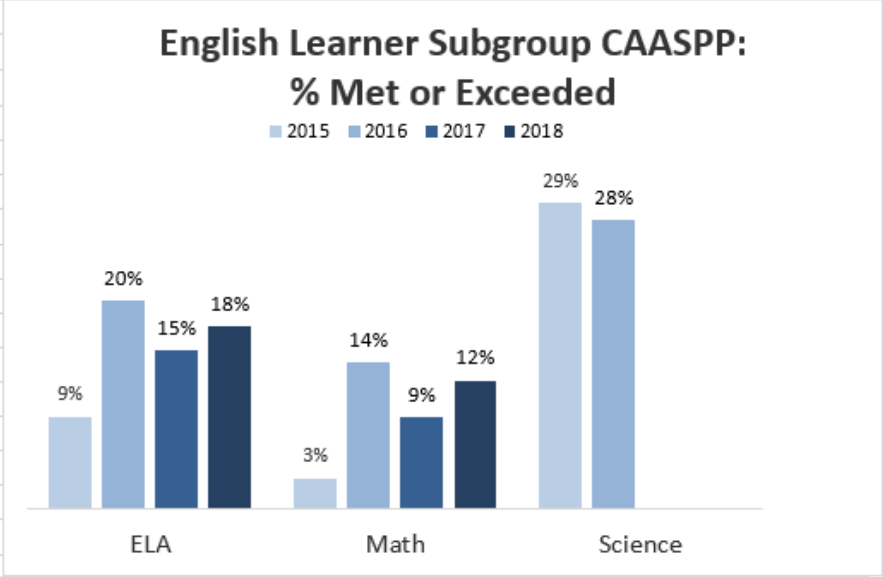
Performance Overview for Sunrise Middle

Summative Data

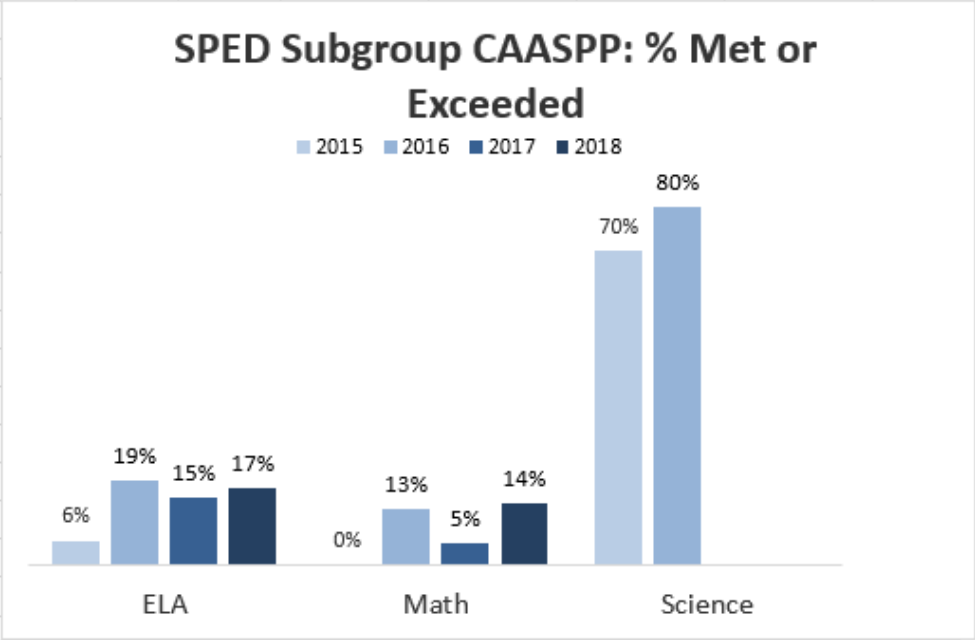
At Sunrise Middle School, school-wide performance on the Smarter Balanced assessments has continued to improve each year since the tests were introduced. The percentage of students scoring met or exceeded on the Smarter Balanced Assessments in 2018 rose five percentage points in ELA and one percentage point in Math, according to our internal data not yet released by the state as of this writing.



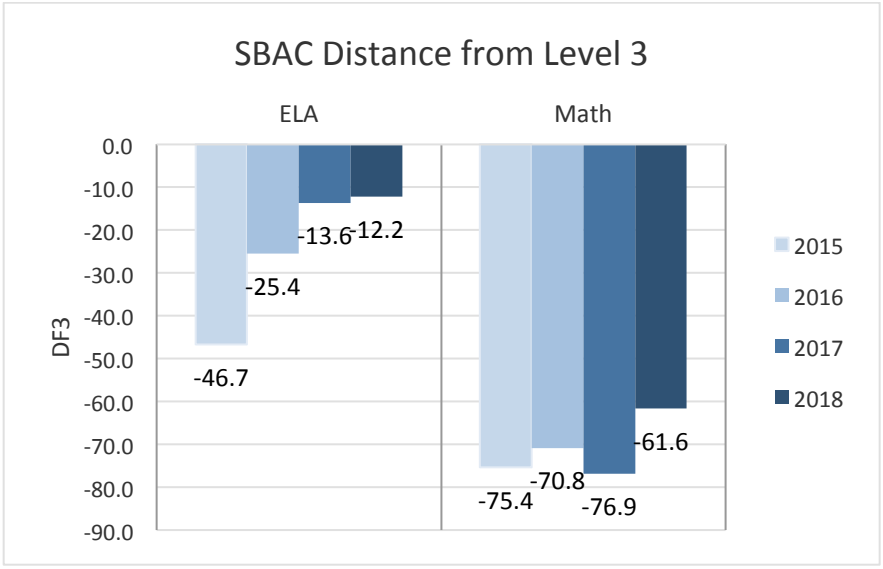
Just as the percentage of Sunrise Middle School students meeting or exceeding the standard grew in ELA and Math among the overall student population in 2018, we also see growth for the English Learner subgroup, with a gain of three percentage points each in ELA and Math in 2018.



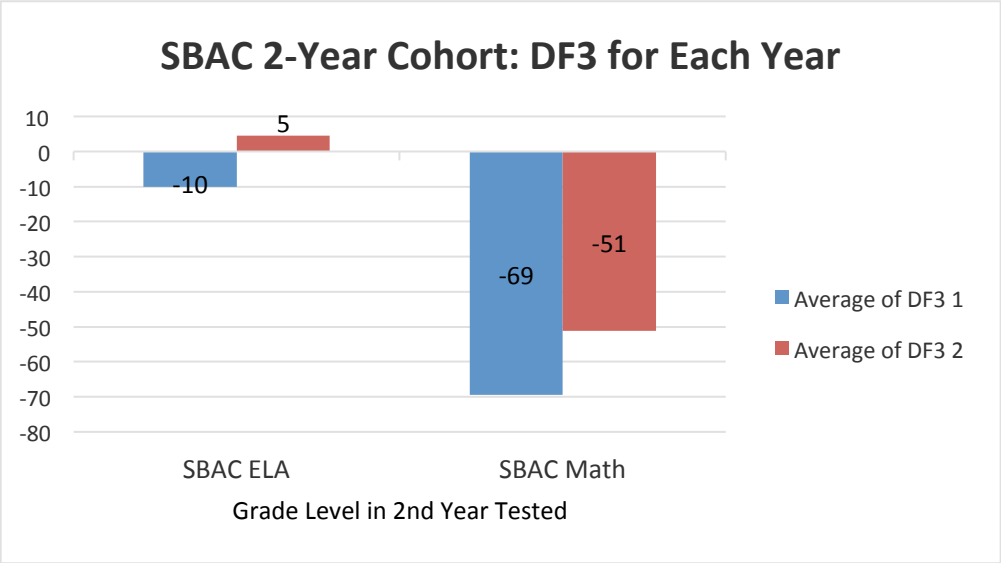
When looking at the percentage of students meeting or exceeding the standard in the Special Education subgroup, we also see growth in 2018, with a two percent increase in ELA and a nine percent increase in Math.



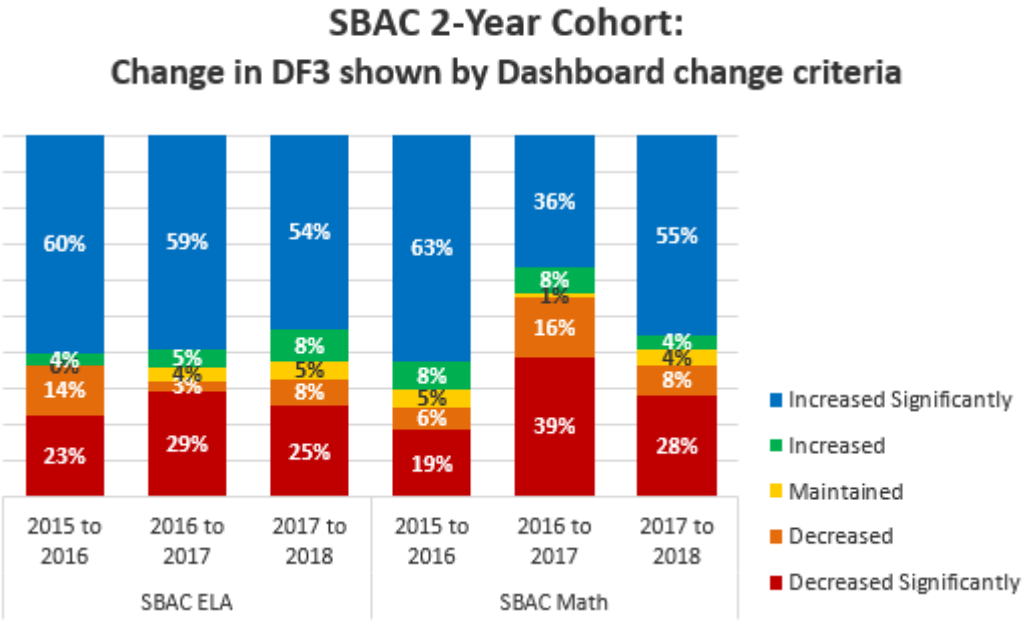
The CA School Dashboard uses the distance from level 3 (DF3) to measure status and change for the academic indicators and show improvement at the scale score level. Sunrise School improved its DF3 in both Math and ELA for 2018. The school-wide DF3 improved by 1.4 points in ELA and 15.3 points in Math for 2018. In Math, the 2018 DF3 measure shows more dramatic improvement from 2017 than the percentage met or exceeded measure, which tells us that the school average scale score improved significantly even though not as many students moved from one performance band to the next. Sunrise is at its best-ever DF3 for both subjects in 2018.



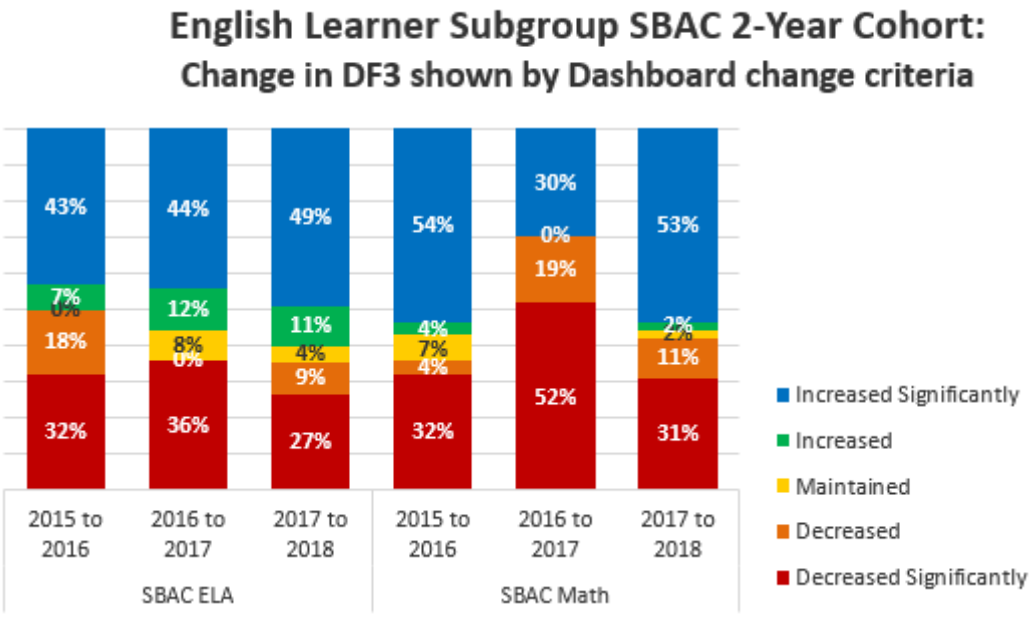
Looking at growth and achievement for students continuously enrolled can provide insight into the impact of the school program for students over time. We can see from the chart below that in ELA for the 2-year cohort of students tested in 2017 and 2018, the average DF3 rose 15 points in 2018. In Math, for the 2-year cohort, the average DF3 rose 18 points. This data suggests that Sunrise Middle School is bringing positive gains for students over time.



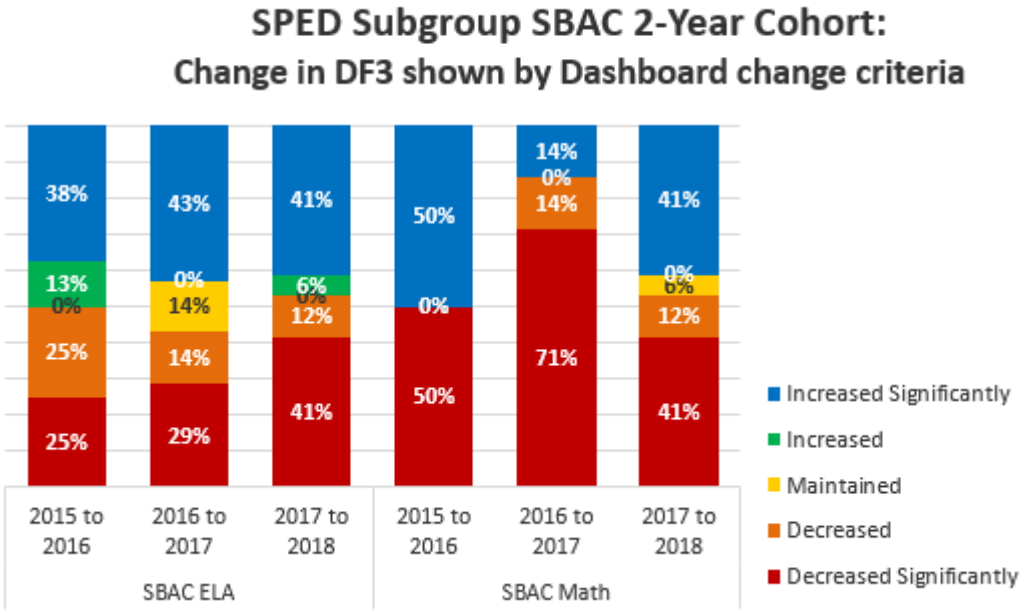
The CA Dashboard uses criteria to determine levels of change in DF3. When applying these criteria to a 2-year cohort at Sunrise, we see that a majority of students increased significantly in ELA and Math from 2017 to 2018. In ELA, across the past four years, the 2-year cohort consistently featured 54-60% of students increasing significantly. In Math, we see 55% increasing significantly in 2018 and 63% in 2016, with a dip to 36% in 2017.



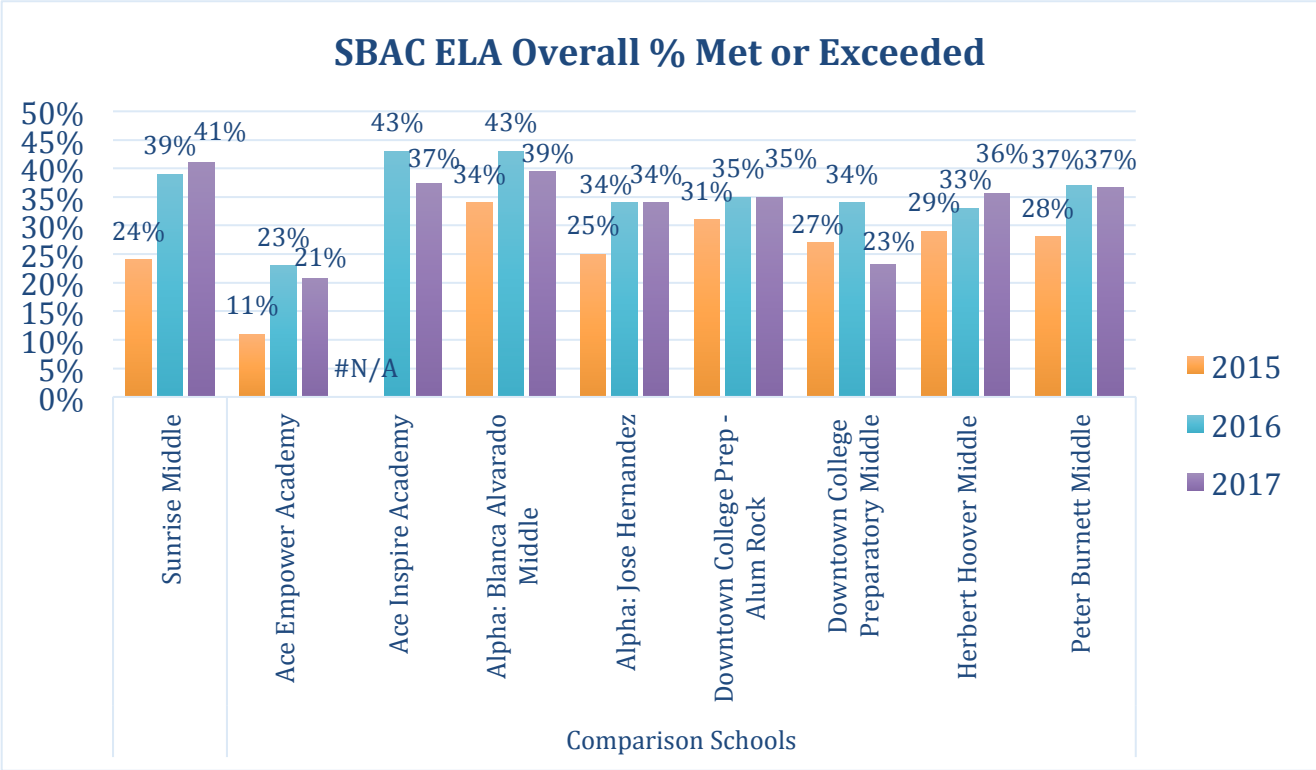
We can also look at the performance of continuously enrolled students by subgroup. When looking at change in DF3 2-year cohort for the English Learner subgroup 2017 to 2018, we can see similarly strong growth on par with the general population in Math and slightly lower but still strong growth in ELA.



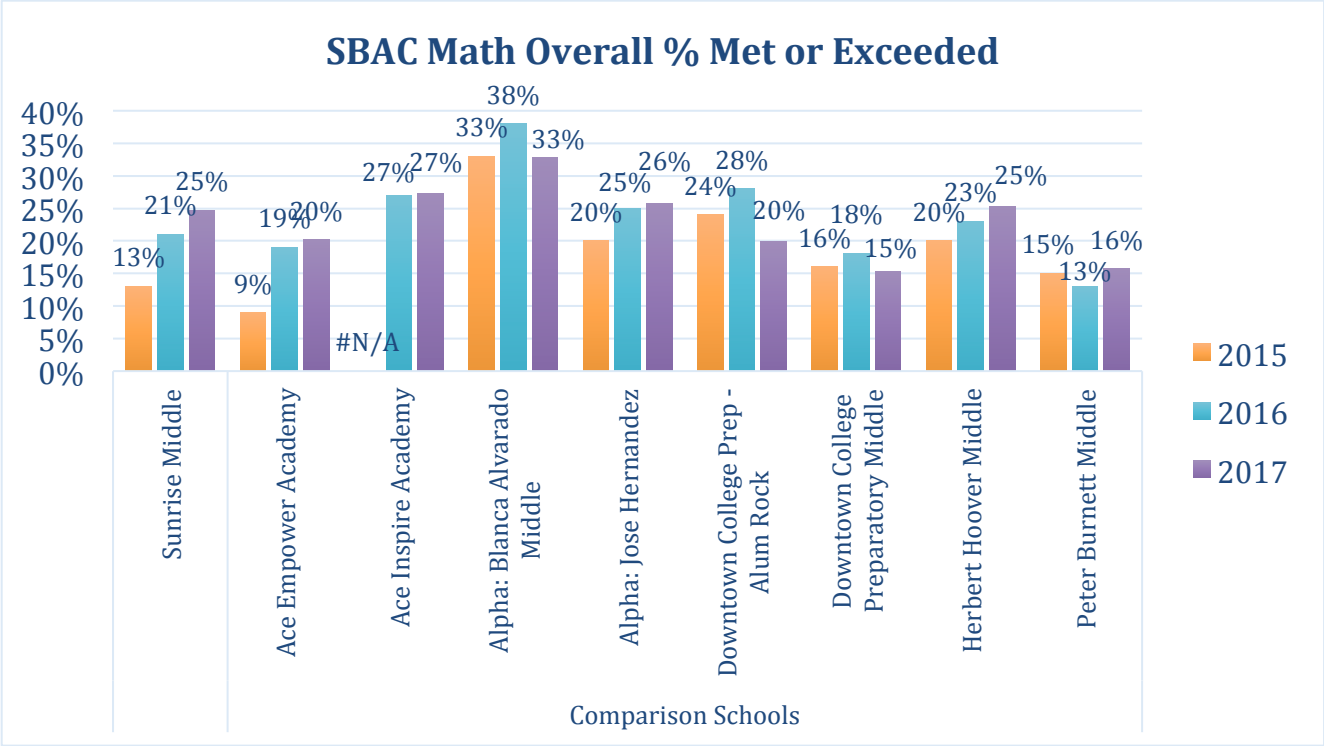
Examining change in DF3 2-Year Cohort for the Special Education subgroup, we see greater overall increases from 2017 to 2018 in both ELA and Math. In ELA, although the group that increased significantly dropped by two percentage points, there was an additional 6% in the increased category. In Math, the percentage of students that increased significantly grew from 14% for 2016-2017 to 41% from 2017-2018.



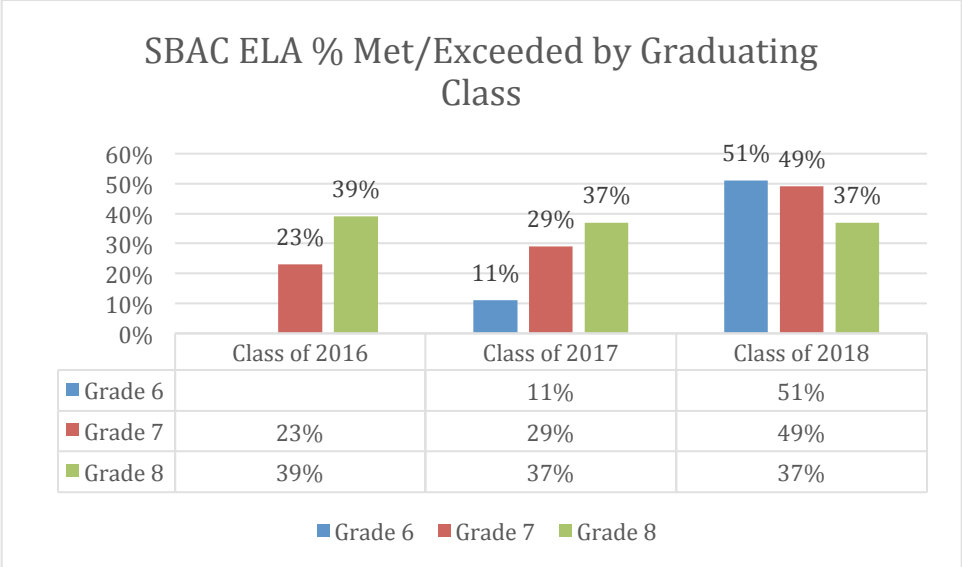
Looking at comparison schools' performance over time can provide valuable insight into Sunrise Middle School's growth and achievement relative to local schools. When comparing the overall percentage of students meeting or exceeding the standard on SBAC ELA for 2015-2017, we see that Sunrise Middle School grew each year from 2015 to 2017 and achieved the top percentage for the most recent year of available data, 2017.



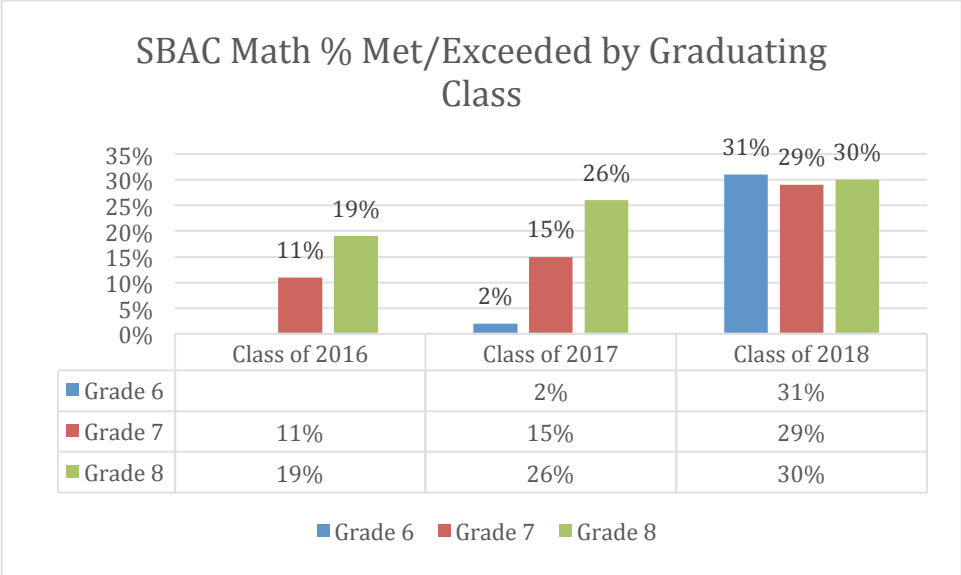
When comparing the overall percentage of students meeting or exceeding the standard on SBAC Math for 2015-2017, we again see that Sunrise grew each year in the percentage meeting or exceeding the standard. Sunrise Middle School performed in the mid-range of comparison schools in 2017.



We can also investigate the progress of a cohort of students through the grades to look for trends and achievement levels. When viewing percentages meeting or exceeding the standard on SBAC ELA, we see that the Sunrise Middle School graduating classes of 2016 and 2017 each grew consistently in achievement over the grades.



We see similar trends in SBAC Math when looking at the percentage meeting or exceeding the standard by graduating cohort. For the Sunrise Middle School classes of 2016 and 2017, there was growth each year. The class of 2018 hovered around 30% all three years, showing higher overall achievement than prior graduating cohorts.



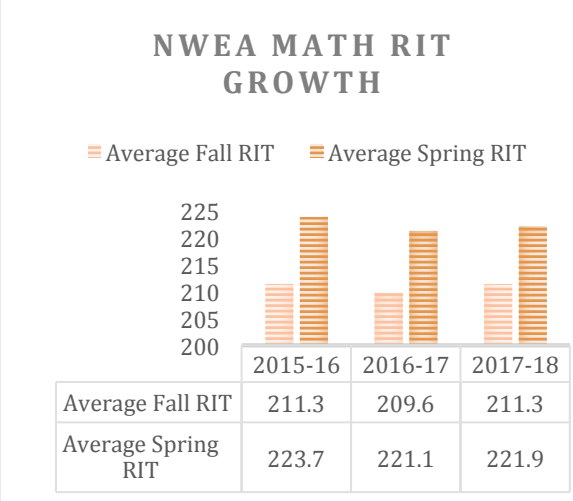
We are concerned that the class of 2018 did not show as much growth as prior 8th grade cohorts on the SBAC in both ELA and math. We attribute this primarily to severe emotional and behavioral issues in that class and are planning to correct this issue in future years. Beginning this year, we have instituted several measures to support our students in these areas: 1) a full PBIS program, 2) having a counselor on site three days a week, and 3) hiring a full-time youth mentor trained by Peacemakers Inc.

Already after the first month of school in 2018-2019 we have noticed a significant drop in referrals, and there were no suspensions.

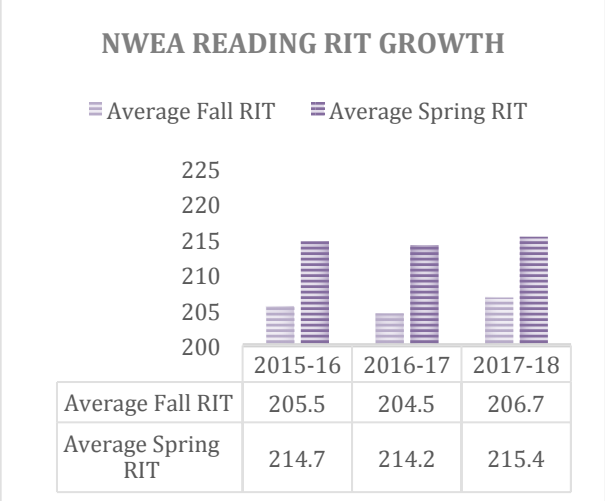
Additionally, we have strengthened our math department with the hiring of two new and experienced teachers.

Formative Local Data

In addition to the CA state assessments, Sunrise Middle School has been administering the NWEA Measures of Academic Progress (MAP) assessments in math and reading three times a year for the past three years. Students have made substantial scale score (RIT score) growth from fall to spring every year.

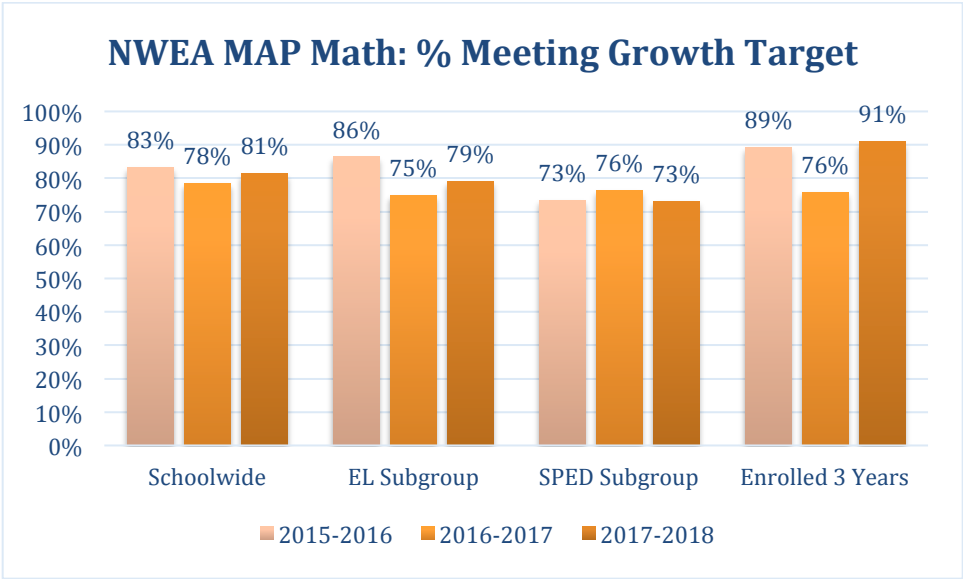


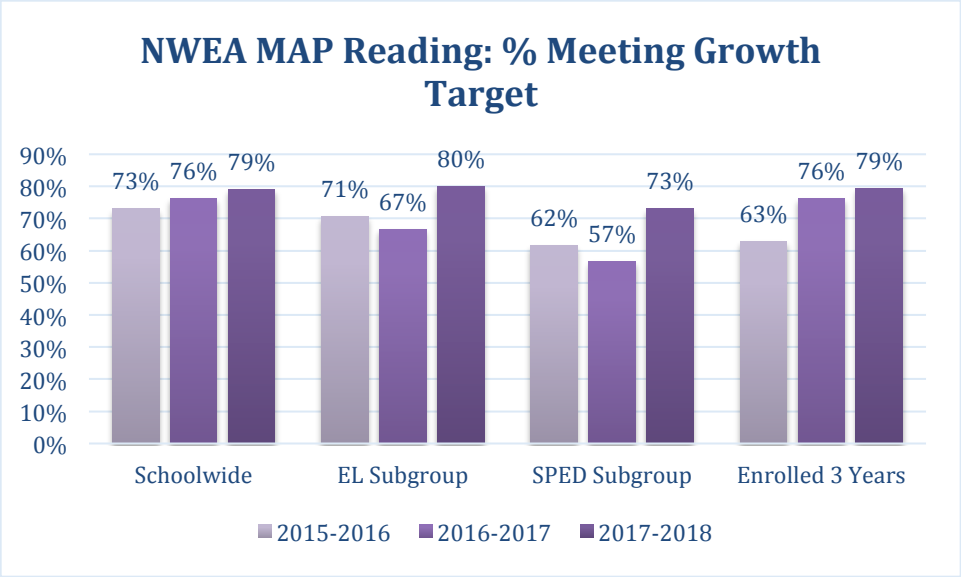
	2015-16	2016-17	2017-18
Average Fall RIT	211.3	209.6	211.3
Average Spring RIT	223.7	221.1	221.9



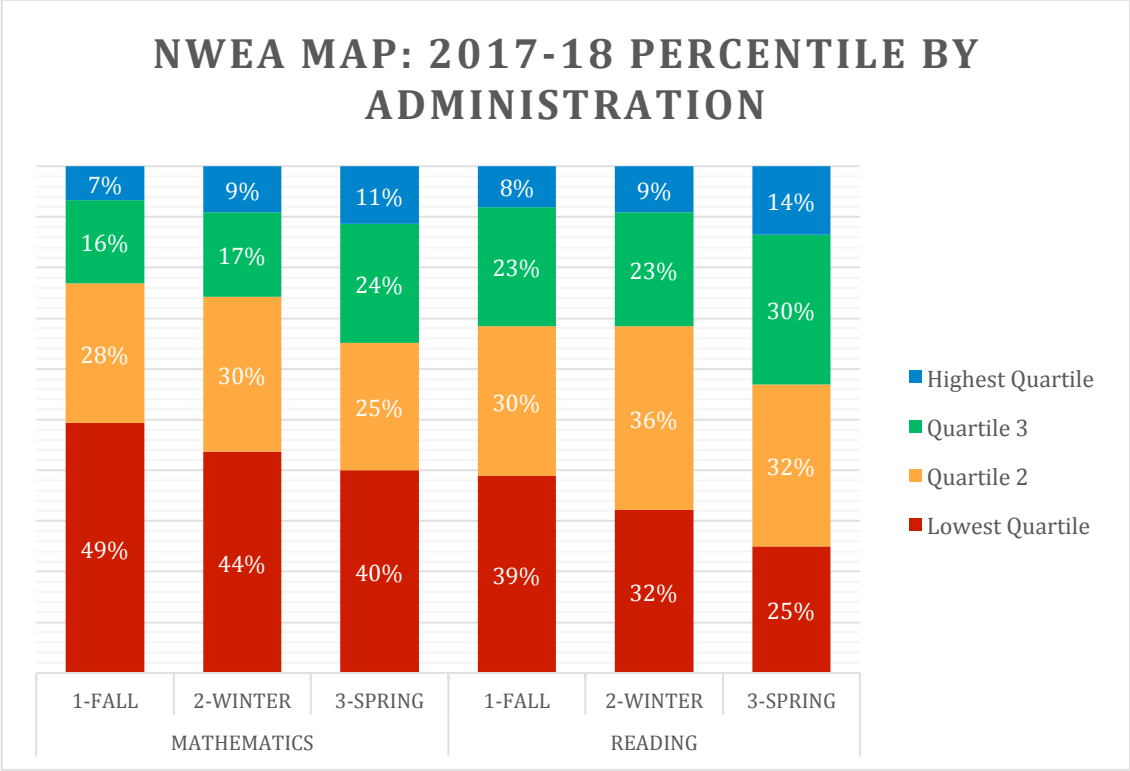
	2015-16	2016-17	2017-18
Average Fall RIT	205.5	204.5	206.7
Average Spring RIT	214.7	214.2	215.4

The NWEA MAP are nationally normed assessments with established targets for fall to spring growth based on the students' initial RIT score. The goal is for all students to meet their fall to spring growth targets annually. Approximately 80% of Sunrise students are meeting their growth targets in math and reading, both schoolwide and for English learners. Students who were continuously enrolled at Sunrise for 3 years showed stronger performance in math, with over 90% of students meeting their growth targets.

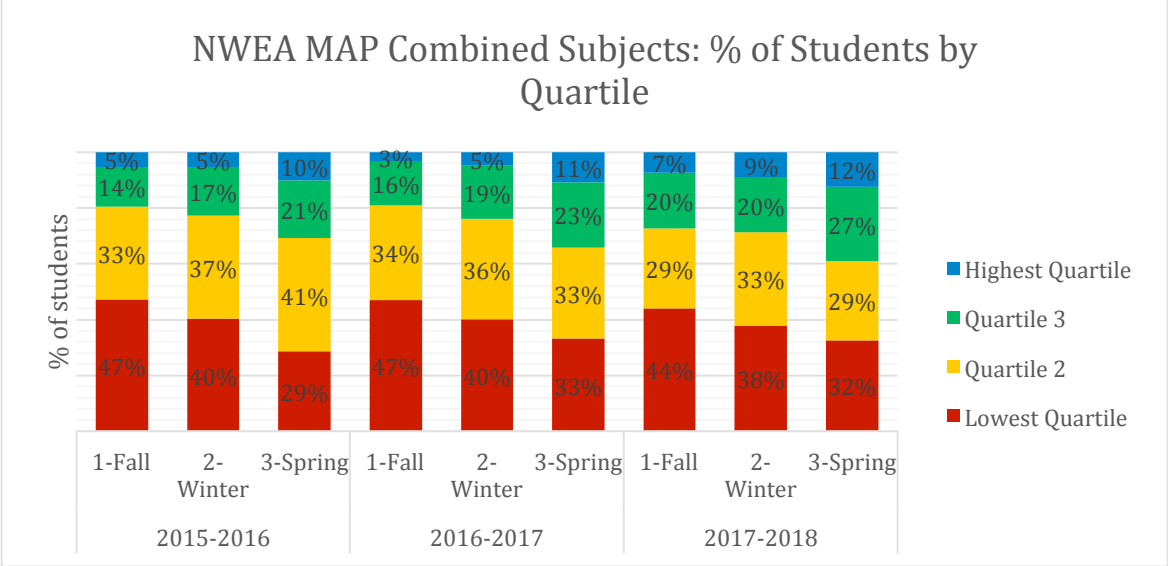




The NWEA MAP scores are also reported as percentiles, based on national norming studies. Each year, the percentage of students who scored in the top two quartiles has increased from fall to winter to spring, showing consistent growth over the course of the school year. ***For example, from Fall 2017 to Spring 2018, the percentage of students scoring above the 50th percentile increased from 23% to 35% in Math and 31% to 44% in Reading.***



If we combine both subjects and look at all administrations across years, it's apparent that the percentage of students in the top two quartiles has also improved with each year, increasing from 31% in spring 2016 to 34% in spring 2017 to 39% in spring 2018.

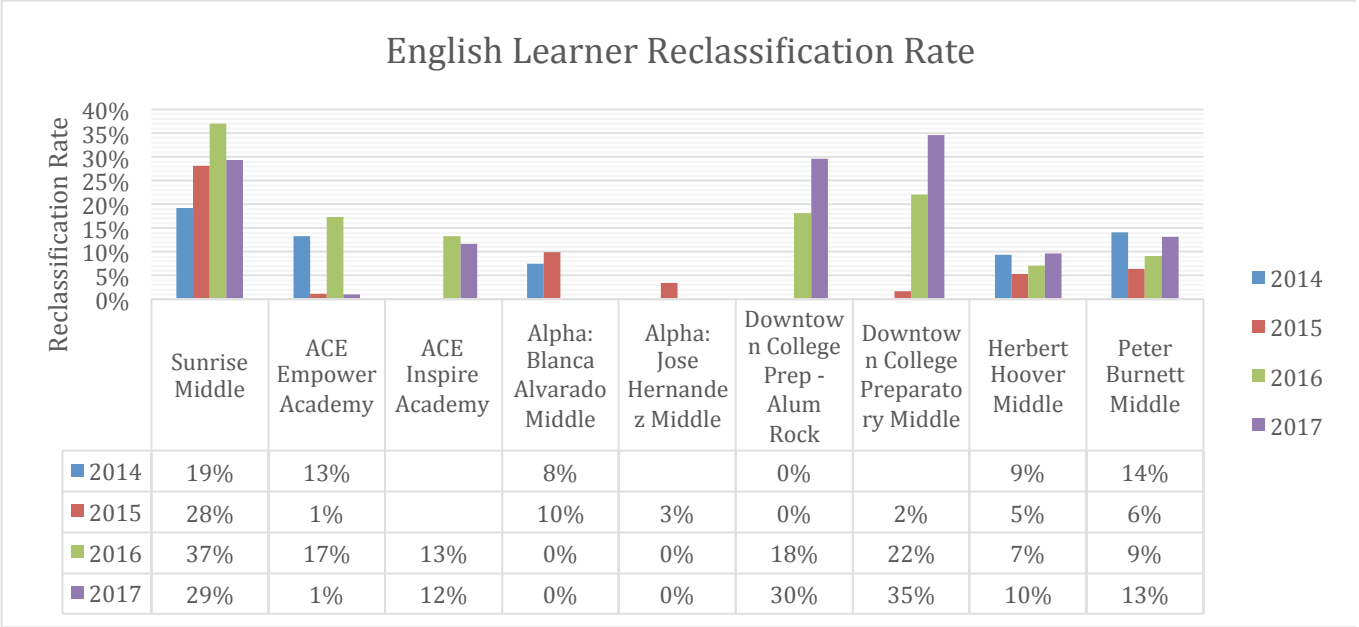


More Data on Our English Learners

In addition to subgroup analysis of SBAC and NWEA tests, we can look at reclassification rates and progress on CELDT as indicators of progress for English Learners. The data is somewhat limited because the state test for English Learners was changed just two years ago. ***However, in 2016-17, the last year we had CELDT, 66 percent of Sunrise Middle School students went up one level or more over the previous year.*** Of these:

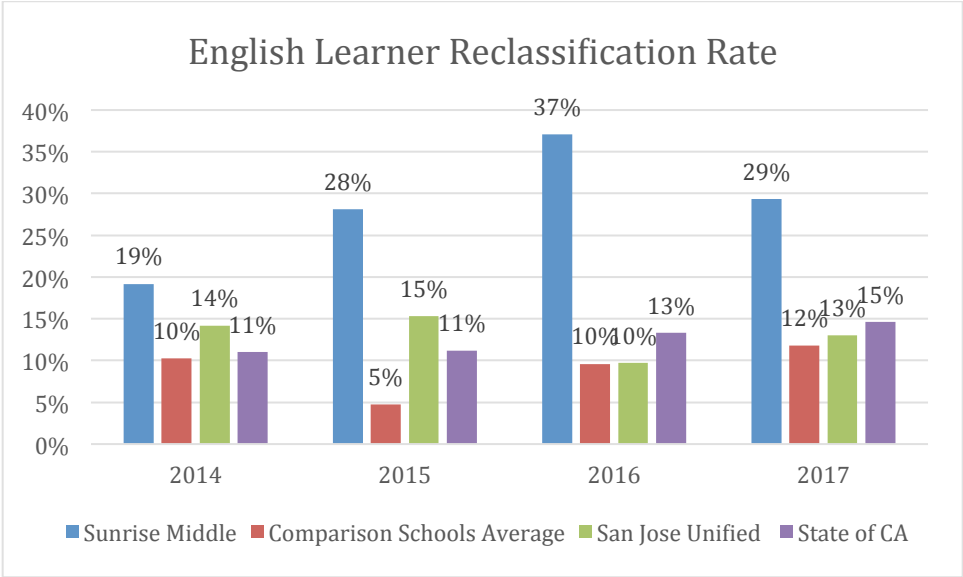
- 34% moved from Level 4 to Level 5
- 36% moved from Level 3 to Level 4
- 28% moved from Level 2 to Level 3 or higher
- 2% moved from Level 1 to Level 2 or higher

CDE calculates annual English Learner reclassification rates based on certain dates reported in CALPADS, with 2017 rates being the most current available at time of writing. When comparing the reclassification rates at Sunrise Middle School to those of neighboring middle schools, we see that Sunrise English Learners reclassified at a higher rate than all comparison schools in the years 2014 through 2016.



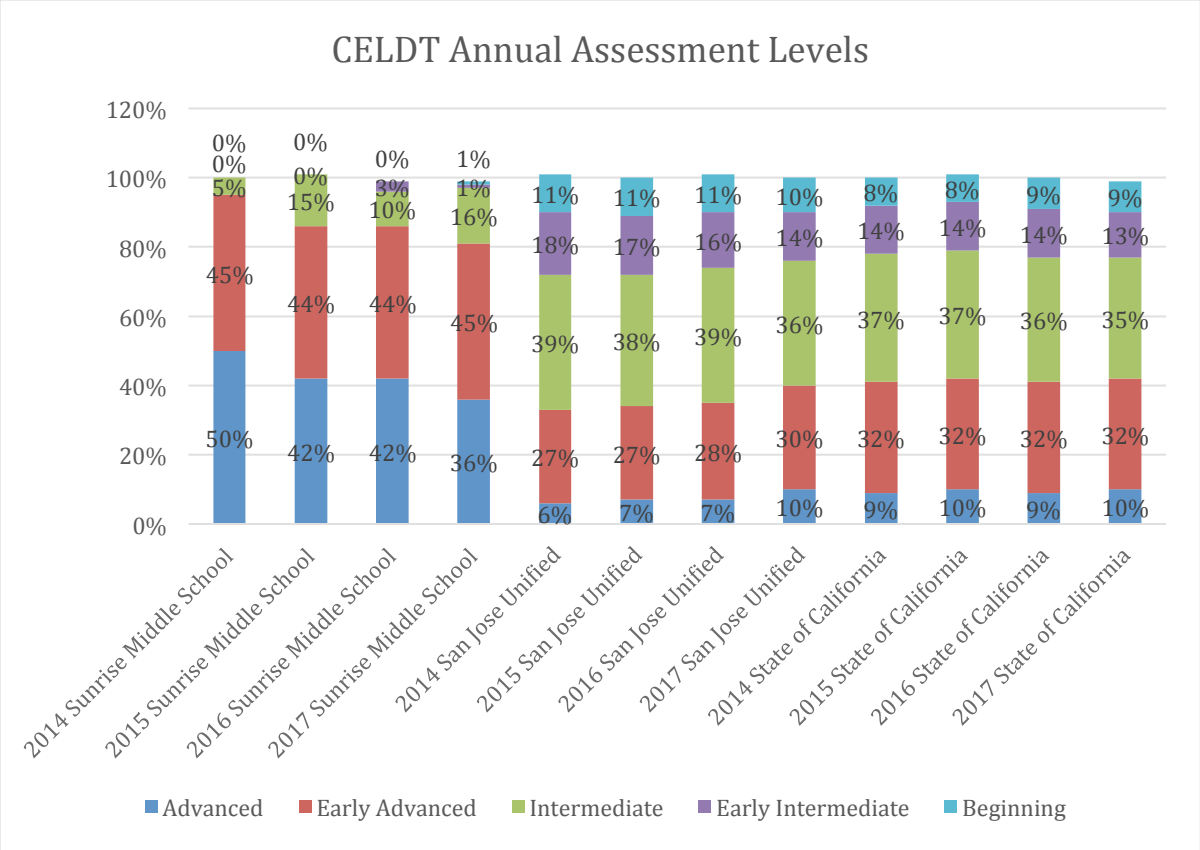
	Sunrise Middle	ACE Empower Academy	ACE Inspire Academy	Alpha: Blanca Alvarado Middle	Alpha: Jose Hernandez Middle	Downtown College Prep - Alum Rock	Downtown College Preparatory Middle	Herbert Hoover Middle	Peter Burnett Middle
2014	19%	13%		8%		0%		9%	14%
2015	28%	1%		10%	3%	0%	2%	5%	6%
2016	37%	17%	13%	0%	0%	18%	22%	7%	9%
2017	29%	1%	12%	0%	0%	30%	35%	10%	13%

We can also look at Sunrise Middle School reclassification rates compared to the average of comparison schools as well as the local district of San Jose Unified and state of California. For the past four years, 2014 through 2017, Sunrise Middle School reclassification rates have been consistently higher than averages of comparison schools as well as the local district and state



Looking at Performance Levels on the CELDT Annual Assessment provides insight into the progress of English Learners who have not yet reclassified. When comparing the percentage of Sunrise Middle School English Learners testing at each performance level to percentages for the San Jose Unified School District and the state of California, we see consistently higher percentages of

students in the Advanced and Early Advanced Levels at Sunrise Middle School. Sunrise Middle School had a range of 15-18% of English Learners testing in the lower three performance levels, compared to the district and state, which had ranges of 60-68% (district) and 57-59% (state). This tells us that among those English Learners who did not reclassify in a given school year and therefore took the CELDT Annual Assessment, significantly more Sunrise Middle School students demonstrated high levels of English language development when compared to tested students in San Jose Unified School District and the state of California.



Qualitative Data

Non-Academic Indicators: School Culture and Parent Engagement

Sunrise Middle School has grown a positive school culture with significant parent satisfaction and engagement in its seven years of operation. Please note the following:

Attendance Rate: 95% or higher since the school was founded

Parent Satisfaction Rate:

From Parent Satisfaction Survey (March 2018, based on half of our parents responding)

99% of parents feel their participation is valued
97% feel the school does a good job of staying in touch
96% feel they receive information on how to help their student improve
99% feel the school is a friendly and safe place to learn
94% feel teachers hold high expectations for their students and give the academic support needed

Student Satisfaction Rate:

Actual results for 2017-18 (Surveyed in April)

74.3% feel school connectedness
88.7% feel academic motivation
89.5% feel they are held to high expectations
78.6% feel they have caring adult relationships at school
78% perceive the school as safe

Parent Involvement

- One parent on the school board
- Between five and ten parents consistently serving on the ELAC (English Learner Advisory Committee) and the School Site Council
- Parents encouraged to volunteer at brunch and lunch and in the office and classroom and on field trips
- Parents invited to teacher/student conferences twice a year
- Parents encouraged to part-take in parents education/support groups
- Parents help plan schoolwide events such as graduation, holiday events, etc.

Family Events:

- Beginning of year schoolwide meeting
- Back to School Night
- Haunted House and Halloween Dance
- High School Night for 8th graders and their parents
- Holiday Party and Awards Night
- Valentine Party and Awards Night
- Mother's Day celebration
- End of Year Celebration and Awards Night

School Events:

- Schoolwide field trip day in September and June
- 21-day Challenge focusing on Kindness, Gratitude or Living Fearlessly each year

- Student Council
- Spirit Week
- Sunrise Plaza school restaurant
- 8th grade Challenge Day
- League sports
- Career Fair
- College Day
- Science Fair

Field trips:

- University overnight trip for new students at UC Santa Cruz
- University overnight trip for 8th graders at Santa Clara University
- Schoolwide field trip day in September and June (various locations)
- One to two outdoor experiences each month, including rafting, sailing, horseback riding, camping, etc.
- Mount Shasta week-long camping trip in the summer
- Yosemite backpacking trip over Memorial Day weekend
- 8th grade snowboarding trip, 7th grade snow science camp (dependent on funding), and 6th grade Hidden Villa Farm overnight during the February winter break

ELEMENT 4 - GOVERNANCE STRUCTURE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605 (b)(5)(E).)

Legal

Sunrise Middle School is a directly funded independent public charter school operated as a duly constituted California Non-Profit Public Benefit Corporation with tax exempt IRS 501(c)3 status, and is governed in accordance with applicable California Corporations Code sections. Our corporate name is Escuela Xochitl Tonatiuh, Inc.

As a taxpayer-funded entity, we further confirm that our school and its leadership operate in compliance with the Political Reform Act, the California Public Records Act, and the Brown Act, or open meetings law.

The school is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The school does not charge tuition or discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), SCCBE shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCBE has complied with all oversight responsibilities required by law.

Attached, as Appendices E and H, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

Board of Directors

The charter school is governed by a corporate Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the organization.

The method of board member election, terms, replacement, etc., is addressed in detail in the Board bylaws, included in Appendix H.

Our Board of Directors still includes three of the founding members – Gabriel Clark, Lex Lauron and Marilyn Pimentel.

Gabriel Clark, Chair, has worked on reforestation efforts in South Africa and Australia, helped build a free medical clinic and school for poor villagers of rural India, volunteered his time as a naturopathic medical practitioner in Mexico, and created a higher education scholarship fund for an orphanage in India. He now is community director/liaison for the Romero Institute and the Lakota People's Law Project, and also directs the Santa Madre Center in Santa Cruz, where youth come for camping, horseback riding, and organic farming. (Term expires June 30, 2020)

Kermit Cuff, Vice Chair, is a transit planning supervisor and former Employee of the Year for the Valley Transportation Authority (VTA). He is also an ultramarathon runner and a team captain for the 500 Mile American Indian Spiritual Marathon team. Many Sunrise students have participated in the team training runs, and he is passionate about helping the students believe in themselves and search for greatness. His greatest satisfaction comes from being a mentor to young people. Kermit was recently honored for his nomination for a youth service award from Project Cornerstone. (Term expires June 30, 2020)

Marilyn Pimentel, Secretary, is an energy healer, massage therapist and artist, and also volunteers as a part-time art instructor at Sunrise. (Term expires June 30, 2020)

Lex Lauron, Treasurer, makes his living in construction but finds his passion in art, music and healthy living. He volunteers as a Parkour street calisthenics instructor at Sunrise and has created a local exercise community that meets weekly in Milpitas and focuses on creating a welcoming workout and healthy living space for people of all ages, fitness levels, ethnicities and socioeconomic backgrounds. (Term expires June 30, 2019)

Maria de Jesus Sedano, Member, is the parent representative on the Sunrise Middle School Board of Directors. She is the mother of an 8th grade student and an active volunteer at the school. She was born in Mexico and came to the United States when she was 16 years old. She was a medical assistant and has worked overseas training medical companies in Costa Rica on quality assurance. She became an American citizen in 2003. (Term expires June 30, 2019)

Jean Jaco, Member, is a marketing and operations associate at Samsung Semiconductor in San Jose. Before that he was a full-time consultant and sales program manager for Microsoft in San Francisco. "J.C." as friends call him, grew up in East Palo Alto, the child of immigrants. He then graduated from UC Berkeley and now wants to give back to his community. He is passionate about

social justice and also loves to travel and play sports. (Term expires June 30, 2021)

In accordance with Education Code Section 47604(b), the Santa Clara County Board of Education may appoint a representative to sit on the charter school's Board of Directors.

The Sunrise Board of Directors oversees the school's operations, evaluates the school's administrators, offers advice on an array of topics and, above all, continually watches to ensure that the school stays true to its mission.

It is up to the school's leadership team to run the school. This team currently includes Teresa Robinson, Founder and Executive Director/Principal; Jesus Meraz, Assistant Principal; Rusila Racinez, Assistant Principal; and Jessica DeAnda, English Chair.

The teachers are also an important part of the school leadership team. We meet weekly, and teachers take an active role in developing curriculum and benchmarks, developing school priorities, organizing school activities, etc.

Parents are encouraged to visit, observe their child, volunteer, and serve on advisory committees, but this is not required. We currently hold eight parent meetings and family oriented events each year. We also hold morning and evening parenting classes / support groups in Spanish, and evening parenting classes / support groups in English. We have up to a dozen parents attending our ELAC meetings on a regular basis, and our School Site Council has three parents and two school staff members.

Specifically, the Board of Directors is responsible for:

1. Upholding the mission and vision of the school.
2. Overseeing the implementation of the charter.
3. Approving the general policies of the school.
4. Evaluating school and student performance.
5. Approving and monitoring the school's annual budget.
6. Annual review/revision of the Local Control Accountability Plan (LCAP).
7. Approving all major contracts.
8. Receipt of funds for operation of the school in accordance with charter school laws.

9. Solicitation and receipt of grants and donations consistent with the mission of the school.

10. Hiring, supervision, evaluation and, if necessary, termination of the school's Executive Director.

11. Making final decisions on student expulsion matters.

12. Approving the school's personnel policies and monitoring the implementation of these policies.

13. Hiring and dismissal of all employees upon recommendation of the Executive Director.

14. Participation in the dispute resolution procedure and complaint procedures when necessary.

15. Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, bylaws or this charter that are necessary to ensure the proper operation of the school.

The Board may also initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Sunrise Middle School also complies with the Brown Act.

The School has a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which is updated on a regular basis, usually at the recommendation of the Santa Clara County Counsel. As noted above, the Conflict of Interest Code is attached within Appendix E. As required, the Conflict of Interest Code is submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Any delegation of duties:

- Is in writing;
- Specifies the entity designated;
- Describes in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Requires an affirmative vote of a majority of Board members.

The Board of Directors has been trained on their responsibilities, what constitutes a conflict of interest, and the Brown Act.

Board Meetings

The Board of Directors holds regular monthly meetings. Additional meetings may be called as necessary and all meetings will comply with the Brown Act. Meetings shall be held at the school site, or another suitable location within the boundaries of the Charter School's jurisdiction that is accessible to the school community and the public. Agendas for regular meetings are published in advance and posted near the entrance of the school, at the school's main office, and on the school's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours in advance.

A majority of the actual number of directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, except when the law requires more than a majority vote to take action, such as adding items to the meeting agenda under the Brown Act.

Members of the Board of Directors may participate in meetings by teleconference as long as the requirements of the Brown Act are complied with, including:

1. Agendas shall be posted at all teleconference locations;
2. Each teleconference location shall be identified in the agenda and shall be accessible to the public;
3. At least a quorum of the members shall participate form locations within the boundaries of the Charter School's jurisdiction;
4. The agenda must provide the opportunity for the public to address the board directly at each teleconference location; and
5. All votes must be by roll call.

Accurate minutes of meetings are maintained by the secretary or other individual as designated by Board. Meeting agendas, minutes, and documents shall be maintained in the school office.

Nature of Charter Leadership Team and Support for Student Achievement

The leadership team is comprised of 5 entities: The Board of Directors, the director/principal and assistant principals, the teaching staff, the parent/stakeholder advisory committees (English Learner Advisory Committee (ELAC) and School Site Council), and the Student Council. Each entity has its set of roles with respect to supporting the academic achievement of all students.

1. The Board of Directors: It was the members of the board who saw the need for a school dedicated to the education of low-income students and English learners in the Julian Street area between San Jose's downtown and the East Side. In writing the charter, the board members set forth the manner in which Sunrise would serve the students. That is, they defined the holistic approach of the school wherein the intellectual, social, and personal growth of each student is nurtured consciously. They determined that there would be a focus on experiential learning, social justice issues and outdoor education. They have maintained the vision that first defined the school and, in their monthly meetings, they examine current work at the school as well as potential initiatives in light of the charter and the defined purposes of the school.

2. The Executive Director/Principal, Assistant Principals, and ELA/ELD Chair: The director/principal, assistant principals and English chair currently form the on-site administrative team. The director/principal reports to the board and is responsible for advising the board regarding the day-to-day functioning of the school as well as for implementing the provisions of the charter. The principal serves as the link between the board, which sets policy and oversees implementation of the charter, and the teaching, tutoring, mentoring, and counseling staff, all of whom are charged with supporting the academic advancement of all the students. The assistant principals and English chair are veteran teachers who work with the teachers singly and collectively to continuously improve teaching and to develop teacher professional development. One assistant principal also oversees all safety and discipline at the school.

3. The Teachers: The teaching staff works as a team to see that all students achieve to their highest potential. Teachers meet weekly to assess events and activities of the week, to discuss issues that may arise with respect to individual students, to compare experiences, views and ideas, to partake in professional development and to collaborate and develop curriculum. In addition, all staff members hold periodic retreats to provide time for in-depth discussion and mid- to long-term planning. A key to continuous improvement is continuous, open and supportive communication. Sunrise fosters such communication through the family atmosphere it maintains and by providing a number of formal venues for the teachers to work together on behalf of their students.

4. The Parent Advisory Committees (English Learner Advisory Committee and School Site Council): The School Site Council is currently comprised of three parents, two school staff and the principal. The council's role is to advise the principal and the board on all matters pertaining to the education of the students at Sunrise as well as the LCAP and plan for student achievement. It is through the council that school board members formally obtain the views of parents and teachers. The members of the council are elected by those they represent. They, thus, also gather information from and report to their constituents. The council is a means within the school governance structure for parents and teachers to have a voice in policy making, program development,

and accountability for the quality of education at Sunrise. The SSC meets once a month in the evening.

The English Learner Advisory Committee (or ELAC) has a dozen regularly attending members and meets monthly in the morning. The committee is open to all families, and the school ensures that ELs comprise at least the same percentage of the ELAC membership as they constitute the school's total student population. The committee's main focus is to track and promote the programs and services for the school's many English Learners; however, the parent members are also asked to advise the school's leadership on numerous other issues ranging from financial decisions to safety to parent involvement.

5. The Student Council: Students share in the responsibility to make Sunrise a great school. The Student Council is the organizational device by which they exercise that responsibility within the governance structure of the school. The council's first role is to attend to the student experience at Sunrise. The council plans school events, leads fundraisers, and represents student interests and priorities in interchanges with the principal, teachers, and the school board. Because the school exists for the benefit of the students, it is fitting that there is a formal mechanism by which students can influence policies, events, programs, and practices at Sunrise. The students also learn about leadership and practice their leadership skills when serving on the Student Council. The council currently has a representative from each of the school's nine classes. The representatives then choose the council chair and vice chair.

Parent Involvement

Sunrise Middle School seeks the support and participation of its students' families, and engages in ongoing dialogue with these individuals to ensure the charter school remains an open, welcoming environment where their student feels safe and supported. We have parents serving on the School Board, the School Site Council and the English Learner Advisory Committee, or ELAC. All three groups meet on a monthly basis. We find that our parents provide the most valuable input to the school on numerous issues, including program improvement, student support and budget priorities.

All parents are invited to visit the school whenever they like. Parents are urged to participate in parent nights, parent teacher conferences, special events, and student productions – all of which are held in Spanish and English. Parents receive reports in English and Spanish – at least six times a year – on their student's progress at Sunrise. Key personnel ensure that staff members make regular contact with parents and guardians via telephone, conferences, and mail to inform them of new programming and procedures, as well as any concerns or other feedback regarding their students and school programs. We send information on school activities home to parents/guardians in both English and Spanish at least 12 times a year – via regular mail, the students, and automated

text messages and phone calls. We also make personal calls home to each parent at least twice a year.

Parents also are encouraged to participate in the school's parenting classes, parent support groups and high school nights. We provide these to assist our parents in the huge task of raising productive and happy people. These trainings are conducted in both English and Spanish.

The school also makes a special effort to involve parents by inviting them to parent/teacher/student conferences in the Fall and in the Spring. Special meetings are set for students who benefit from further attention, and these are also attended by a principal or assistant principal.

We recognize that healthy families play the most crucial role in nurturing healthy youth and a vital community. To this end, the school also offers family counseling and other support services to its interested families, either through its own staff or through referrals to outside agencies.

While parents are invited to volunteer at the school, we recognize that our parents are hard-working individuals and therefore, volunteering has never been required. Sunrise notifies its parents and guardians of applicants and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the school.

Please see Appendix H for the school's Organizational Chart.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." (Ed Code § 47605(b)(5)(E).)

General Qualifications

Sunrise Middle School recruits personnel who are well qualified for their positions. They understand and care deeply about our youth and their families and strongly believe in their ability to be successful and happy in life. Our teachers and other staff members set high expectations, have the ability to maintain safety and discipline, are team players, have high moral and ethical standards, and are resilient and flexible. They inspire our students to develop a growth mindset and they themselves also have a growth mindset. Their intellectual curiosity is infectious and inspiring, and they are passionate about helping our students become conscious and powerful leaders in their community and world.

Sunrise is nonsectarian in its employment practices and all other operations. Sunrise does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics), citizenship, age, marital status, physical disability, medical disability, medical condition, genetic information, pregnancy, military and veteran status, or any other characteristic protected by California or federal law. All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening). All employees are subject to state and federal employment laws. Performance evaluations are administered once or twice a year, depending on the employee's experience.

Key School Administrators

Key school personnel include the Charter School's Executive Director / Principal, who will be responsible for maintaining the overall vision and operation of the Charter School, and will report directly to the Board, and the Charter School's Assistant Principals and English Department Chair, who will be responsible for the Charter School's academic program, and will report directly to the Executive Director / Principal.

Primary job qualifications for the Executive Director / Principal include:

- Ability to effectively lead an educational non-profit.

- Experience in non-profit governance, program development, and implementation.
- Experience in teaching, counseling, and/or administration in schools that serve underachieving students.
- Expertise in school program development and implementation.
- Strong communication, community outreach, and coalition-building skills.
- Demonstrated success developing and cultivating productive relationships with children.
- Fund raising skills to ensure the financial viability of the Charter School.
- Educational background to include a teaching, counseling, and/or administrative credential, along with a Masters of Arts degree in education or a related field.
- Ability to inspire and motivate underserved youth and their teachers.
- Commitment to helping underserved or disenfranchised youth.
- Unwavering commitment to Sunrise Middle's whole-child approach.
- Exceptional writing/editing and verbal skills.

The Executive Director / Principal will oversee the operation of the Charter School. Responsibilities will include, but are not limited to:

- Reporting to the Board of Directors all relevant information regarding the operation of the Charter School.
- Developing the Board of Director's meeting agenda and supporting materials in conjunction with the Board secretary and the Brown Act.
- Establishing procedures designed to carry out Board of Directors policies.
- Acting as a liaison between the County and the Board of Directors.
- Appointing and participating on the hiring committee.
- Supervising and evaluating school employees.
- Developing and administering the budget in accordance with generally accepted accounting principles.
- Making budget line item revisions when necessary and reporting changes regularly to the Board.
- Recruiting new students and planning and coordinating student orientation.
- Creating and implementing student disciplinary policies and procedures, along with enforcing and overseeing discipline. (Currently, the majority of this role is delegated to an assistant principal.)
- Providing a safe environment for staff, students and all other individuals involved with the school.
- Facilitating communication and positive relationships among all the individuals and groups within the school, the County, and the community.
- Communicating with school legal counsel.
- Overseeing the special education program and attending IEP meetings as needed, or appointing another administrator to attend.

- Overseeing preparation of the master schedule, the Student Handbook and the Employee Handbook each academic year.
- Staying abreast of school laws and legislation.
- Developing the Charter School's LCAP and annual performance report and presenting it to the Board of Directors and the County.
- Overseeing the dispute resolution procedure and the complaint procedure when necessary.
- Securing grants and, in other ways, seeking operating funds from outside contributors.
- Planning professional development, with the assistance of the assistant principals and ELA/ELD chair.
- Establishing and implementing enrollment procedures.
- Overseeing the counseling, outdoor, and extracurricular programs.

Primary job qualifications for the Assistant Principals and English Chair include:

- Experience and expertise in teaching low-achieving students and English Learners.
- Unwavering commitment to the mission of Sunrise and it's whole-child approach.
- Proven managerial skills.
- Relationship building and the ability to lead by influencing.
- Clear teaching credential and, preferably, administrative credential or Masters of Arts degree in education or a related field.
- Several years teaching experience.
- Proven enthusiasm for motivating and inspiring underserved youth and their teachers.
- Interest in engaging, relevant and experiential instruction.
- Ability to hold courageous conversations with other staff when needed.
- Ability to mentor and coach other teachers and to formulate effective academic, mentoring and professional development plans.

The Assistant Principals and English Chair report to the Director / Principal. This individuals guide the academic program, discipline and safety, and may also have teaching responsibilities. Responsibilities include but are not limited to:

- Approving the core curriculum.
- Assisting the Director on the hiring committee.
- Mentoring the teaching staff.
- Providing assistance to the certificated staff in the development of curriculum, English Learner and Special Needs instruction, classroom management, and content area as well as interdisciplinary instruction.
- Coordinating the administration of standardized testing.
- Establishing and updating the school's Response to Intervention program
- Assisting the Director in setting up yearly staff development programs.

- Assisting the Director in providing a safe environment for staff, students and other individuals involved with the Charter School.

Currently, one of the Assistant Principals also assumes responsibility for:

- Discipline and PBIS.
- Health and safety.

Teacher Qualifications

Sunrise strives to hire a diverse faculty comprising qualified, fully credentialed teachers in our core subject areas. At the minimum, all teachers and staff meet the legal requirements for employment, including credential requirements in Education Code Section 47605(l), which states: “Teachers in charter schools shall be required to hold a Commission on Teaching Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.”

Core and college prep teachers at all levels also meet or exceed all qualification requirements under the Every Student Succeeds Act (ESSA). Accordingly, a teacher of core academic subjects must have:

- A bachelor’s degree.
- A state credential or have an intern certificate/credential for no more than three years while actively working toward completion of their state credential.
- Demonstrated core academic subject matter competence.

In addition to academic expertise, Sunrise Middle School also seeks teachers with:

- A BCLAD or CLAD credential.
- Knowledge and experience with active learning.
- Outstanding classroom management skills.
- A belief that all of our students will succeed.
- A willingness to work as part of a team for the improvement of our school.
- A willingness to work extra with students and their parents to ensure student success.
- Enthusiasm for teaching.
- Flexibility and humor.
- The desire and ability to engage in continuing education and professional development.

Our goal is that half of our staff, if not half of our teaching staff, are bilingual/bicultural. We recognize the importance of having Latino teachers, administrators and other staff serving as role models for our largely Latino student population.

Some of our non-core instructor positions are staffed by non-certified teachers who are competent in the area they are teaching (e.g., physical education). Our counselors are certified or nearing completion of their certification program and working under a certified counselor.

Professional Development

Sunrise views its teachers and administrators not only as educators, but also leaders and mentors for the youth and other staff. We focus on placing instructional and other staff where they can best serve our youth and the school, and then work with them to continually improve their skills, following the same growth mindset we expect from our students. Our goal is that each staff member is fully challenged and inspired in the position they hold.

We provide numerous professional development opportunities for our teachers and administrators; they have a large say in the trainings in which they would like to participate. We hold ten days of staff orientation and professional development before school starts and at least one day during the school year. We also hold trainings and/or collaboration time every Wednesday afternoon, as well as flexible release times so that teachers may observe each other. Our assistant principals coach and mentor our teachers. Some of these teachers are in the BTSA induction program as well.

Business Personnel

The Charter School's business operations currently are divided between three entities and overseen by the Executive Director. While our business set-up could change in the future, it will always support a well-managed charter school that uses its public funds carefully and wisely.

Edtec, a back office support company for charters, handles all of our attendance accounting and federal reporting. Attendance is currently kept in the PowerSchool student data system and reported monthly. Regular reports are submitted to the County Office of Education and support our state average daily attendance claims and our annual audits.

AccuCom Business Services handles our financial accounting and monthly financial reports.

Edpro Consulting helps formulate our budget, our interim reports, and our cash flow analyses, and advises us on our long-term financial plans.

ELEMENT 6 - HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in [Education Code] Section 44237." (Ed. Code § 47605(b)(5)(F).)

General Procedures

Sunrise Middle School has adopted a comprehensive set of policies to ensure that the health and safety of students and staff are protected by following all federal and state safety laws as they pertain to educational programs and facilities. A comprehensive set of health and safety policies is maintained at the school site. A summary of these provisions is as follows:

Procedures for Background Checks

Employees and Contractors at Sunrise are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers working outside of direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse Reporters

All staff, volunteers and contractors who work with students are required to take annual training on being a mandated child abuse reporter and follow reporting laws.

TB Testing

Sunrise requires tuberculosis testing of all employees, volunteers and contractors who have frequent or prolonged contact with students prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

Sunrise follows all laws related to required immunizations for students entering our school, including the Tdap booster shot for rising 7th graders. All enrolled students will be required to provide records documenting immunizations as is

required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

CPR / First Aid Training

Sunrise provides CPR and First Aid training to all employees supervising students at the beginning of each school year.

Medication

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Epinephrine Auto-injectors

The school maintains emergency epinephrine auto-injectors at the school site and trains office staff how to store and use them in accordance with Education Code Section 49414.

Vision / Hearing / Scoliosis / Diabetes

The school provides vision, hearing and scoliosis screenings, and a diabetes information sheet for rising 7th graders, in accordance with Education Code Section 49450 *et seq*.

Suicide Prevention Policy

Sunrise shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

Sunrise shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

The school conducts training for all its staff on what to do in a natural disaster and other emergencies. A safety and disaster plan is kept at the site and is available for inspection.

This plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. So long as Sunrise continues to operate in a facility previously used as a school site, any existing

emergency preparedness plan for the school site shall be used as a starting basis for updating the plan for Sunrise.

Sunrise staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

Sunrise shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol if exposed to blood or other bodily fluids through injury or accident.

Facility Safety

Sunrise shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or school facilities are in compliance with the state building code. The school district regularly tests sprinkler systems, fire extinguishers, and fire alarms to ensure that they are maintained in proper working condition. The school conducts regular fire drills as required under Education Code Section 32001, as well as earthquake and active shooter drills.

Drug, Alcohol and Smoke Free Environment

Sunrise is a drug, alcohol and tobacco free zone.

Lead Testing of School Water System

Sunrise shall cooperate with the community water system and San Jose Unified School District to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, Sunrise will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of Sunrise students in accordance with Health & Safety Code Section 116277.

Food and Beverage Advertising

Sunrise shall not advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code Section 49431.9.

Emotional Safety

Sunrise is committed to providing an atmosphere that is free from sexual harassment, as well as any harassment based upon actual or perceived race, ethnicity, color, religion, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, immigration status, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Sunrise maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Sunrise's anti-discrimination and harassment policies.

Special Considerations

Sunrise Middle School makes its premises a safe place of learning for students and staff, despite the fact that some of our students may have had exposure to violence. To this end we:

- Build a positive relationship with neighborhood police to ensure a quick response to any situation at the school, which could threaten the safety of students or staff.
- Hire staff members who have experience working in challenging situations.
- Invite qualified volunteers to help at the school, thereby increasing the adult presence.
- Encourage veteran students to act as role models for the newer students.
- Provide outreach to support families to become free of substance abuse and domestic violence.
- Provide on-site counseling that empower students to protect themselves from physical, emotional and sexual abuse.

In addition, Sunrise firmly believes that our school's daily meditation program has a favorable impact on the incidence of fights and classroom disruption at our school. This is indicated by the data from schools that have instituted daily meditation time into their bell schedule, as well as by our own experience.

Please see Sunrise Middle's School Site Emergency Plan in Appendix G.

ELEMENT 7 - RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

Sunrise Middle School observes all California and federal laws pertaining to non-discrimination. Sunrise Middle School strives to recruit a student population that is similar to that of the middle school age population of the San Jose Unified School District.

This recruitment plan includes:

- An enrollment process and timeline that is user friendly and allows for a wide variety of students to apply to Sunrise.
- Develop and share promotional and informational material about the school that appeals to the various racial and ethnic groups represented in the local community and school district in which Sunrise is located, which is primarily the Hispanic community.
- Develop and share promotional and informational materials in Spanish and/or other languages as needed to appeal to limited English proficient populations.
- Bilingual informational sessions and flyers for prospective students, where allowed, at schools, social service agencies, family resource centers, youth agencies, libraries and medical clinics.

Each year Sunrise will review and analyze post-enrollment data and the school's racial and ethnic balance to assess and determine what changes/adjustments in the recruitment and outreach processes would be appropriate for future years. The checks and balances will hold us accountable for results but also gives us the flexibility to make adjustments to the marketing and branding strategy immediately.

Sunrise maintains an accurate accounting of the ethnic and racial balance of enrolled students along with documentation of its efforts to achieve racial and ethnic balance in accordance with the charter petition and applicable law.

We primarily recruit in the low-income neighborhoods surrounding our school, as we are a community school. However, we welcome all families to our school.

ELEMENT 8 - ADMISSIONS REQUIREMENTS

"Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605]." (Ed. Code § 47605(b)(5)(H).)

Sunrise Middle School is nonsectarian in its programs, admission policies, employment practices, and all other operations, and it does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

No test or assessment is administered to students prior to acceptance and enrollment in the school. The school also complies with all laws establishing minimum and maximum age for public school attendance. Admission, except in the case of a public random drawing, is not determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. While parental involvement is strongly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, Sunrise Middle School.

Although Sunrise has identified its target audience to be underserved Latino students, its admissions policies ensure admission and warm welcome of all students who wish to attend the school, as outlined in Education Code §47605(d)(2)(A). Sunrise will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

Sunrise requires students who wish to attend our school to complete a one-page application form. After admission, students are required to submit an enrollment packet, which includes the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Prospective students, along with their parents or guardians, are encouraged to meet with the school's Executive Director / Principal or designee to learn about the school and ensure that Sunrise is an appropriate fit for them.
All admissions materials are provided in Spanish and English and other languages upon request.

Public Random Drawing

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school then holds a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing were set as follows when Sunrise was established in 2011:

1. Siblings of enrolled students (exempt)
2. Children of charter school teachers and staff (up to 10% of total enrollment; exempt)
3. Residents of the District
4. All other applicants

Any changes in Sunrise's priority order for any preference shall be determined in our charter petition in accordance with the following:

a. Each type of preference shall be approved by the chartering agency at a public hearing.
b. Preferences shall be consistent with federal law, the California constitution, and Section 200 of the California Education Code.
c. Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, students who are economically disadvantaged, foster youth, or students based on nationality, race, ethnicity or sexual orientation.
d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate Sunrise's growth and shall not take any action to impede the school from expanding enrollment to meet demand.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity are given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the application form (Spanish and English) and on the school's website. Public notice for the date and time of the public random drawing are also posted once

the application deadline has passed. The charter school also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The charter school will conduct the lottery in December for enrollment the following August.

If a student is expelled or leaves Sunrise without graduating or completing the school year for any reason, Sunrise shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Sunrise within 30 days if Sunrise demonstrates that the student had been enrolled in Sunrise.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(l).)

An annual independent financial audit of the books and records of the Sunrise Middle School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Sunrise's Board of Directors will form a finance/audit committee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The members of the audit committee shall not have a direct, personal financial stake in the matters audited.

Sunrise will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is forwarded to the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th of each year.

The audit committee will review any audit exceptions or deficiencies and report them to the Charter School's Board of Directors with recommendations on how to resolve them. The Board of Directors then submits a report to the County describing how the exceptions and deficiencies have been or will be resolved. Any exceptions or deficiencies resulting from such audits are resolved to the satisfaction of the Charter School and the County in a timely fashion. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

To date, there has been only one finding in the Charter School's seven annual audits. Please see Appendix M for the school's latest audit report.

ELEMENT 10 - SUSPENSION AND EXPULSION

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."
[Ed. Code § 47605 (b)(5)(J).]

General Provisions

The full implementation of PBIS this year has greatly reduced the number of referrals, suspensions and other disciplinary measures we have needed to take. We noticed a significant reduction within the first month of implementing the new system, as discussed below. Although middle school is a challenging time for many students – caught in the mix of hormonal change, vulnerability, self-image issues, and anxiety over the future – we believe we can do much to alleviate issues at school through our new Multi Tiered System of Supports, which includes positive discipline, academic interventions, and socio-emotional support, and, above all, support and access to success for ALL students.

Sunrise maintains the following supports to benefit our students:

1. Small school and class size
2. Positive teaching for pro-social behavior

3. On-site counseling
4. Academic interventions
5. Socio-emotional learning / advisory periods
6. Daily meditation or quiet time

We will strive to always maintain our current level of support for on-site counseling, which this year includes:

a. An onsite counselor three days a week
b. A full-time youth mentor trained by Peacemakers Inc. Please see Appendix J.
c. Various grief or gender counseling groups

The Multi-Tiered System of Supports

Sunrise Middle School's PBIS expectations matrix:

Aztecs use Self Control, Curiosity, Optimism, Perseverance, Effort

Sunrise Middle School PBIS EXPECTATIONS MATRIX

	Classroom	Cafeteria	Bathrooms	Outside Recess	Assemblies and Special Events	Gym and P.E facilities	Field Trips
Respect	• Follow directions • Raise your hand • Use appropriate language • Use an appropriate tone • Keep your hands & feet to yourself	• Follow directions • Listen to adults • Exhibit good table manners • Keep food on your plate or in your mouth • Keep food in cafeteria	• Respect the privacy of others • Keep the facilities clean	• Keep hands & feet to yourself • Observe personal space • Listen to adults • Use your normal voice • Follow adult directions • Use appropriate language • Obey fire drill procedures	• Follow directions • Keep ~~bood, feet~~ and objects to self. • Track Speaker • Be ~~seatad,~~ stay seated • Use appropriate language • Wait for arrival and dismissal signs	• Follow directions • Raise your hand to be recognized • Track the speaker	• Actively Listen • Represent Sunrise Middle School in a positive way • Follow designating noise limit
Responsibility	• Employ active listening • Participate actively	• Stay in designated area • Clean up your eating area • Enter lunch number	• Do your business & leave • Flush the toilet • Throw trash in appropriate receptacles • Wash hands	• Carry a valid pass • Go straight to your destination • Pick up litter • Use equipment correctly	• Enter and Exit calmly and quietly • Sit in designated areas	• Follow rules and guidelines • Use equipment correctly	• Follow all bus rules • Stay seated • Keep area clean • Observe noise limit • Return field trip slips on ~~time~~
Safety	• Keep your hands & feet to yourself • Remain in assigned location	• Wait in line for your turn • Clean up spills immediately	• Report problems, vandalism, etc.	• Walk in the safe zones • Wear appropriate shoes at all times	• Listen and pay attention to presenter(s) • Applaud Appropriately • Stay for entire assembly • Be aware of others viewing needs.	• Enter and exit gym/ field and multipurpose room in orderly fashion • Report any incidents	• Stay with designated chaperones • Follow the rules of the area you are visiting • Follow timelines • Make connections to your academic classes

PBIS Version 1 - 9/9/2018

The Results for the First Month of 2018-2019:

Referrals: 0
Suspensions: 0
Expulsions: 0

Suspension and Expulsion – Last Resort

Sunrise Middle School views suspension and expulsion as the last resort for inappropriate student behavior, and expects to keep such administrative actions to a minimum through the implementation of Positive Behavior Interventions and Supports, counseling where needed, and daily meditation. This is based on our belief that inappropriate student behavior is usually caused by: 1) insufficient training of students in the appropriate manner in which to behave, or insufficient encouragement and acknowledgement of positive behaviors; 2) students' reaction to trauma, stress, and other challenging issues in their personal lives; or 3) insufficient time for quiet reflection.

We explain the basic school rules in person to students and their parents when they come to apply at our school. In addition, they are given a student handbook, which includes the code of conduct for our school. This is a list of expectations for our students, which is used on a school-wide basis to teach them positive behavior and to establish clear, consistent and enforceable guidelines for student conduct. Each student and their parent or guardian sign a form indicating they have reviewed and understand the policies during the first week of school. Elements of the code of conduct are then reviewed on a regular basis in school-wide meetings, individual student conferences, etc., and students are acknowledged on a consistent basis for adhering to the code.

Administrators and teachers have developed an agreement regarding which behaviors are to be handled within the classroom (minor problem behaviors that may require verbal re-direction, teacher consequence, and reminders about expected behavior), and which behaviors are to be handled by the office (significant issues that are having a negative impact on instructional time). All major problem behaviors are recorded and tracked in the school's student data information system in an effort to track behavior referrals. Staff meet regularly to discuss this behavior data and to move forward with interventions where necessary. Parents are also involved in the process. They are notified of our behavioral expectations and are informed both when they are being met by their student and when they are not. They also are asked for input on how to resolve their students' issues. At times they may be encouraged to visit the school and observe what is taking place.

Our behavior plan attempts to help our students engage in positive behaviors and to recognize, understand, and eliminate inappropriate ones. We recognize that students may need to experience both the positive and negative

consequences of inappropriate behavior in addition to being taught about positive behavior.

The positive behaviors that we teach and uphold include:

- Showing up at school every day on time
- Dressing and speaking appropriately
- Completing schoolwork
- Telling the truth
- Respecting others and their property
- Staying clean and sober
- Living with courage
- Caring
- Learning from every experience
- Making a difference

We at Sunrise Middle School also maintain that the school can do much to reduce the occurrence of inappropriate behavior by providing students with group and/or individual sessions to release feelings about anger or grief resulting from trauma in their personal lives. We recognize that many of our students have emotional needs that may distract them at school and keep them from behaving appropriately and performing at their regular ability level. For this reason, we offer one-on-one and group counseling to these students, when needed. This school's founding director is a certified educational counselor and oversees the student counseling program, which also draws on community resources.

Finally, we believe that giving students time each day for silence and reflection – something that often is not possible at their homes – greatly reduces their likelihood to fight, be disruptive in class, or act out in other negative ways.

Nevertheless, there are still times when students need to realize consequences for serious violations of our code of conduct. Parents are notified and consulted – in person, if at all possible – after each of these violations.

Sunrise Middle School, in conjunction with the parent advisory committees and Student Council, has established a comprehensive set of discipline, suspension and expulsion policies that are included in the student handbooks distributed at the beginning of each school year. These policies are informed by applicable federal constitutional, statutory, and case law and by non-charter school laws governing suspensions and expulsions in school districts (Education Code sections 48900 et. seq.) and are in accord with the procedures described below. These rules and procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations. At no time will corporal punishment be used as a disciplinary measure against any student.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for the prohibited misconduct if the act is related to school activity or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

The Sunrise Middle School Executive Director, or a designee, makes final decisions regarding suspensions and makes recommendations to an Administrative Panel appointed by the Board of Directors regarding expulsions, subject to the required notification and hearing procedures set forth below. In general, the Executive Director attempts to balance the rights of the offending student, bearing in mind that he/she is still very young, along with the rights of any victim and the need to protect the safety of the entire student population.

Sunrise Middle School follows Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Discretionary Suspension Offenses:
Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except in self-defense.

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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

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

k) Knowingly received stolen school property or private property.

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

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

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

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For purposes of this offense, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this offense, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying

it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

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

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess.

Non-Discretionary Suspension Offenses:
Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or designee's concurrence.

Discretionary Expellable Offenses:
Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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

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

k) Knowingly received stolen school property or private property.

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

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

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

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For purposes of this offense, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this offense, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this offense, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For purposes of this offense, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

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

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Sunrise.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Non-Discretionary Expellable Offenses:
Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's or designee's concurrence.

If it is determined by the Executive Director and/or Administrative Panel that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Authority to Suspend:
Only the Executive Director or his/her designee may suspend a student.

Informal conference:
Suspension shall be preceded by an informal conference conducted by the Executive Director or designee and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Executive Director.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense orally and in writing.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the safety or health of students or school personnel. If a

student is suspended without this conference, both the parent/guardian and the student shall be notified of the right to go to school for the purpose of a conference.

Notice to Parents/Guardians:
At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by phone, by email, or in person. The parent/guardian shall also be notified in writing of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school. This notice shall state the specific offense committed by the students. If the Executive Director or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Suspension Time Limit:
Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Sunrise Middle School does not provide appeals of suspensions. If a suspension is extended, the student may be suspended pending an expulsion hearing.

Upon a recommendation of expulsion by the Executive Director or designee, the student and parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The Executive Director will make a decision upon either of the following determinations: (1) the student's presence may be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either finding, the student may be placed in an alternative setting pending the results of the expulsion hearing.

For suspension of ten days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral hearing officer within a reasonable number of days. The Board or Executive Director may select the hearing officer.

Students with Disabilities or Section 504 Services:
A student with an IEP or receiving Section 504 services may be suspended for up to ten days total in a school year. An IEP team meeting shall be convened within ten days of any decision to change the placement of disabled student for disciplinary reasons. If the IEP team determines the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or the conduct was the direct result of Sunrise Middle School's failure to implement the IEP, then the conduct shall be deemed a manifestation of the student's disability and the IEP team shall either conduct a functional behavioral assessment and implement a behavioral intervention plan, or review and modify an existing plan. The student shall be returned to the same placement unless

Sunrise and the parent agree to change of placement. If the IEP team determines the conduct was not a manifestation of the student's disability or the result of Sunrise's failure to implement the IEP, then Sunrise may apply the relevant disciplinary procedures in the same manner as applies to students without disabilities.

Expulsion Procedure

Authority to Expel:
Only the Executive Director or designee may recommend expulsion or refer a student for an expulsion hearing. A student may be expelled by an Administrative Panel assigned by the Board of Directors, as needed. In lieu of an Administrative Panel, the Board may designate a single hearing officer to serve in that role (a "Hearing Officer"), so long as that person is neutral (i.e., has no connection to or independent knowledge of the incident.) If an Administrative Panel is used, it should consist of at least three individuals, including one teacher of the student, a school administrator, and at least one Board member. The decision of the charter school's Administrative Panel or Hearing Officer is final.

Procedure:
Students recommended for expulsion are entitled to a due process hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the Executive Director or designee determines that the student has committed an expellable offense. The hearing will be presided over by the Administrative Panel or Hearing Officer.

Written notice of the hearing shall be forwarded to the student and parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include: the date, time and place of the expulsion hearing; a statement of specific facts, charges and offenses; a copy of the school's disciplinary rules; notice of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment; the opportunity for the student and parent/guardian to appear in person and to be represented by counsel or a non-attorney advisor; the right to inspect and obtain all documents used at the hearing; the opportunity to question all witnesses testifying at the hearing; and the right to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. The hearing shall be conducted in a confidential, private setting.

Record of Hearing:
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

Presentation of Evidence:
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel or Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel or Hearing Officer shall be in the form of an expulsion determination, which shall be the final determination regarding the expulsion. If the Administrative Panel or Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel:
Following a decision of the Administrative Panel or Hearing Officer to expel, the Executive Director or designee shall send written notice of the decision to the student and parent/guardian that includes: notice of the specific offense committed by the student; and notice that the student is obligated to inform any new district or school in which he/she seeks to enroll of his/her status with Sunrise.

If a student is expelled or leaves the charter school without completing the school year for any reason, the charter school shall notify the superintendent of the district of the student's last known address within thirty days and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Rehabilitation and Readmission:
Students who are transferred or expelled from Sunrise Middle School may be given a rehabilitation plan, as developed by the Administrative Panel or Hearing Officer at the time of the expulsion order, that shall allow for periodic review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sunrise for readmission.

The decision to readmit a student shall be at the discretion of the Sunrise Middle School Executive Director or Board, following a meeting with the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the

student poses a threat to others or will be disruptive in the school environment. The student's readmission is also contingent upon Sunrise's capacity at the time the student seeks readmission.

Special Education/Section 504 Expulsion Policy:
If a student who has been recommended for expulsion has an IEP or receives Section 504 services, a manifestation determination meeting of the IEP team hearing will be held to determine if the expellable offense was a manifestation of the student's disability or due to Sunrise Middle School's failure to implement the student's IEP, as discussed above.

Procedures for Students Not Yet Eligible for Special Education Services:
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards under this policy only if the school knew or should have known that the student was disabled before the behavior occurred.

Sunrise Middle School shall be deemed to have that knowledge if the parent or a teacher had expressed concern about a disability and/or had requested an evaluation. Sunrise shall not be deemed to have that knowledge if the parent had not allowed an evaluation or refused services, or if the student has been evaluated and determined to not be eligible.

Involuntary Removal:
Notwithstanding any of the foregoing procedures, no student shall be involuntarily removed by Sunrise Middle School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described above.

ELEMENT 11 - RETIREMENT SYSTEM, BENEFITS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security." (Ed. Code § 47605(b)(5)(K).)

For certificated employee retirement benefits, Sunrise participates in the State Teacher's Retirement System ("STRS") and works directly with the Santa Clara County Office of Education to provide payroll information.

Sunrise offers a school-sponsored retirement plan and Social Security to full-time non-certificated staff. Currently, this is a 403b tax-sheltered annuity (TSA) plan administered by Employee Benefits Services and Advisors, a California-based retirement plan services company that offers third party plan design and administration.

The Executive Director / Principal or designee is responsible for ensuring that appropriate arrangements for coverage are made. All compensation, benefits and other terms and conditions of employment shall be determined and implemented in accordance with Sunrise policies, approved by the Board of Directors and updated as needed.

Sunrise also provides mandatory benefits such as workers' compensation, unemployment insurance, Medicare and Social Security.

Sunrise provides medical, dental and vision insurance to all qualifying employees. Sick leave and vacation leave does not carry over from another school or to another school, unless allowed by the school to which the employee is going.

The schools' administrative team oversees all staff recruitment, selection and termination. The Board has the final say on all hiring and termination.

The school's Human Resources Director monitors teacher credentials as needed and provides an updated Employee Handbook to all new or prospective employees, advising them of their rights.

For the purposes of the Educational Employment Relations Act (EERA), Sunrise is the exclusive public school employer of the school's employees. Therefore, the collective bargaining contract of the local school districts are not controlling. Sunrise, however, recognizes the employees' rights to organize for collective bargaining purposes.

ELEMENT 12 - ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

No student is required to attend Sunrise Middle School. Students who decide not to attend this school may attend other public schools within their school district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents and guardians of each student enrolled in our school are informed upon enrollment that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Sunrise, except to the extent that such a right is granted by the local education agency.

ELEMENT 13 - RETURN RIGHTS OF EMPLOYEES

"The rights of an employee of the school district [or county office of education] upon leaving the employment of the school district [or county office of education] to work in a charter school, and of any rights of return to the school district [or county office of education] after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)

No employee of San Jose Unified School District or of the Santa Clara County Office of Education shall be required to work at Sunrise Middle School. Employees of the school district or county office of education who choose to leave their employment to work at Sunrise Middle School shall have no automatic rights of return to their former employment after leaving Sunrise Middle School unless specifically granted by that school district or county office of education. These employees also shall have no right to continue to earn service credit (tenure) in a district or the county while at the charter school unless specifically granted that by the school district or county office of education.

ELEMENT 14 - DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

Disputes Between Sunrise Middle and the County Office of Education

We realize that we cannot bind the County Office to a dispute resolution procedure to which it does not agree, and we do expect to have amicable relations with the County. Hence, the following is meant only as a starting point for discussion on dispute resolution procedures. We will always be willing to consider changes to this process in a mutually agreed upon MOU.

Sunrise Middle School and the County Office thus far have not had any disputes, and will be encouraged to attempt to resolve any future disputes amicably and reasonably without resorting to formal procedures.

In the event that a dispute between the charter school and the County does arise, the following process will be followed. Nothing in this section is intended to impair the authority or ability of the County to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

1. Sunrise Middle School and the County agree to first frame the issue in written format (dispute statement) and to refer the issue to the Superintendent of the County (or designee) and the Executive Director of Sunrise. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter, Sunrise requests that this be specifically noted in the written dispute statement.
2. The charter school's Executive Director, along with any other school staff deemed appropriate, will meet with the County Superintendent and/or designee, and any County staff deemed appropriate, within ten business days after issuance of the dispute statement.
3. If this meeting fails to resolve the dispute, then two members of the charter school's Board of Directors and two members of the County's Board of Education will meet along with the school's Executive Director / Principal and the County Superintendent within twenty business days after receipt of the dispute statement.
4. If there still is no resolution, then the matter will be brought before an independent mediator, such as from the state Mediation and Conciliation Service, in a manner that is agreeable to both parties. This will happen within sixty business days of receipt of the dispute statement. Each party shall bear its own costs of dispute resolution, with the cost of the mediator being split equally amongst the parties.
5. If there still is no resolution, then either party may pursue any alternative legal options for resolution. All timelines in this procedure may be revised upon mutual agreement by the parties.

Disputes Arising from Within the Charter School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school's Board of Directors.

It is the charter school's desire that the County agree to promptly inform the school, in writing, if it is contacted regarding a conflict at the school, and to inform the involved parties of the school's community complaint procedures.

It is the charter school's desire that the County agree not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the school's Board of Directors has requested the County to intervene in the dispute.

Generally,

- Disputes will first be brought informally to the charter school's Executive Director / Principal for resolution.
- If the dispute is not resolved at this level, the matter will be brought before the school's Board of Directors. The Executive Director will provide a written summary of the dispute and all attempts at resolution for the school Board of Directors. All involved individuals will also be allowed to submit their own summaries. The decision of the school's Board of Directors will be final.

Please see Appendix D for the school's Uniform Complaint Policy.

ELEMENT 15 – SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records." (Ed. Code § 47605(b)(5)(O).)

The following procedures will take place in the event that Sunrise closes. These procedures will take place regardless of the reason for school closure.

Closure of the Charter School will be documented by official action of the Sunrise Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors, or the designated person responsible for closure-related activities, will promptly notify parents and students of the Charter School, the Santa Clara County Office of Education, the Charter School's SELPA, the charter's landlord (the San Jose Unified School District), the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the reason for closure; the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in obtaining their students' records and in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or

cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix L, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Term

The term of this charter renewal will commence July 1, 2019, and expire on June 30, 2024.

Budget and Financial Reporting

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation." (Ed. Code § 47605(g).)

Attached, as Appendix L, please find the following documents:

- A projected budget including cash-flow
- Budget narrative and assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

Sunrise Middle School shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the coming fiscal year

2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Sunrise also:

- Utilizes an attendance recording and accounting system that complies with state law and the County requirements.
- Is a directly funded charter school and deposits its funds in a non-speculative and federally insured bank account for use by the school.
- Provides the following reports required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance (ADA) reports, Local Control Accountability Plan (LCAP) and LCAP Federal Addendum, and the School Accountability Report Card (SARC).

Facilities

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, …. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." (Ed. Code § 47605(g).)

Sunrise Middle School intends to remain at its current location at 1149 East Julian Street, San Jose, and to re-apply for a facility use agreement under Proposition 39 or for another five-year lease in lieu of a Proposition 39 agreement. These discussions have already begun.

Administrative Services

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, … the manner in which administrative services of the charter school are to be provided." (Ed. Code § 47605(g).)

We provide or procure nearly all of our administrative services independent of the County, and coordinate with the County Office of Education to report pertinent STRS payroll data. Any services that the Charter School would like to purchase from the County will be negotiated and established under an operational agreement, or memorandum of understanding.

The County provides oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

The County may charge the maximum supervisorial oversight fee allowed under the for doing the above.

Civil Liability Impact

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, … potential civil liability effects, if any, upon the charter school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

Sunrise Middle School and the County work diligently to ensure that all oversight obligations are met. Further, the Charter School and the County annually enter into a memorandum of understanding wherein the Charter School indemnifies the County for the actions of the Charter School under this charter.

The Charter School purchases liability, property, and errors and omissions insurance, as appropriate and necessary, to protect the Charter School's assets, staff, and board members. The County is named as an additional insured on the Charter School's general liability insurance.

Furthermore, the Sunrise Board of Directors maintains and implements appropriate risk management practices as discussed in this charter petition, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ADDITIONAL MISCELLANEOUS PROVISIONS

County Visitation/Inspection
Sunrise complies with County requests to inspect the school and welcomes the County staff to visit the school at other times as well, announced or unannounced.

Response to Inquiries
The school responds to all inquiries for information, such as financial information, as soon as possible.

Public Record
Sunrise recognizes that as a public school it is required to respond to all requests for public records on a timely basis, including those from the County.

Notification
Should this charter petition be granted, Sunrise will provide notice of approval and a copy of the petition to the California Department of Education and the State Board of Education.

Attendance Accounting
The school reports daily attendance requirements to the County in a format acceptable to the County and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.

CONCLUSION

By approving the renewal of the charter for Sunrise Middle School, the County Office of Education will be fulfilling the intent of the Charter Schools Act of 1992, which is to improve student learning, create new professional opportunities for teachers, create healthy competition in public education, and provide families with more choices in schools.

Sunrise is looking forward to continue working independently yet cooperatively with the SCCOE to become a model middle school for San Jose youth. We are happy to work with the County Office to answer any concerns regarding this charter renewal petition, which is for the 2019-2024 term.

If the charter renewal is granted, we will provide a written notice of the approval and a copy of the petition to the California Department of Education and to the State Board of Education.

APPENDICES

APPENDIX A:

Sunrise Middle's Professional Development Plan for 2018-2019 - A Sample

Sunrise is committed to ensuring equitable access to challenging and meaningful learning for all students. Professional development addresses student achievement and building our capacity to serve the needs of our student population. Embracing a professional culture of continuous improvement allows us to grow in the following key areas of focus:

- Test performance (pedagogy, culture, enhancing curriculum, intervention, ELD integration, 4C's),
- Access to technology (formative assessment, intervention, engagement),
- Improving pathways towards Alg1 (readiness),
- And, individual teacher professional growth

Each year teachers spend five-plus days in professional development prior to the start of school and continue this training with four or more hours each month.

This year, 2018-2019, new teachers replaced two members of our math team and two members of our special education team. We are continuing to solidify specific instructional practices across all classrooms. At times easier said than done, we need to find a way to keep our knowledge base current, but also find a way to sustain our shared depth of knowledge year after year.

Our learning environment integrates English language development standards to best serve our English language learners. We do believe that the integration serves all of our students as "academic English learners" in their readiness for college and career. As we continue to use strategies that include the works of Dr. Kate Kinsella and trainings offered by the SCCOE, this year we will continue to improve on formulating language targets based on the ELD standards and applying them to support our goal of building reading and writing skills to better respond to word problems. We see a need to improve our skills in facilitating more constructive academic conversations in the classroom.

MATH

This year, Sunrise will continue its "learning community" for math. It is comprised of Sunrise teachers and teachers from nearby high schools to which Sunrise feeds this year. Teachers will attend common profession trainings and discuss their implications on instruction.

Furthermore, we see a need in continuing to improve our interventions for math, planning for more individualized instruction. Some of our adaptive computer math programs serve the purposes of remediation as well as extension (e.g., pathways to or in Algebra 1).

Description	Details	Who
Growth Mindset	• ONGOING: Stanford Center for Professional Development Online Course: XEDUC115N - 007 How to Learn Math for Teachers	1 Math/1 Science
TBD: Elevate Math (Silicon Valley Education Foundation)	• Teacher training summer Elevate Math program or Afterschool program	1 Math
Math/Science Collaborative PD	I. Full Day Saturday Workshop 2: A) Follow-up curriculum unit planning and finalizing lesson plans. teachers in small groups to develop curriculum units that integrate topics and practices that are covered in the learning community workshops. (4 hrs.) B) Formative assessment development of content understanding and language use using ALLOY. (2 hrs) II. After-School PD Application Follow-Up 1: Real word mathematical applications (2 hrs) III. After School PD Application Follow-Up 2: Teaching for social justice in the math classroom. (2 hrs) IV. Coaching/Observation Session: Pre-plan a lesson, observe each teacher individually, and debrief post -	All Sunrise Math Latino College Preparatory Academy (LCPA) Roberto Cruz Leadership Academy (RCLA) Cristo Rey SJ Jesuit High School

	lesson. V. Growth Mindset & brain development (2 hrs)	
CA ELD Standards	ELD based language objectives: • In-house: Overview of ELD Standards, Integration into Math/Science & more on how to write Language Targets	New Math teachers
Math Computer Adaptive Programs	• Training for Pearson SuccessMaker program • ImagineMath (previously TTM) training	New Math teachers
CAASPP Handscoring Workshop (date TBD)	• Training for Performance Task Scoring	2 Math/1 Science
CAASPP Post-Test Workshop (date TBD)		
SDE National Conference	Differentiated Instruction – Summer 2019 – one week	Two Math Teachers
SCCOE – Equitable Assessment	Equitable Assessment for English Learners: ELD Performance Tasks	Math Lead
UC Davis Mathematics Project – monthly, October 2018- May 2019	Saturday Series focuses on using the math practices as a vehicle for weaving critical thinking and reasoning into daily teaching practices	New Math Teacher

ELA / ELD

Reading and Writing Project Summer 2019 (Reading Institute attended in Summer 2018)	Lucy Calkins Teachers College Writing Summer Institute: • Teaching that fosters independence and a growth mindset in student writers • Genre studies in writing essays, narratives, research-based arguments, and informational texts • Developing classroom and school cultures that value self-assessment	English Teachers

	• Teaching reading in the writing workshop	
SCCOE EL training – Nov. 2018 **	Blueprints for Effective Leadership and Instruction for our English Learners' Future (BELIEF) Institute – two-day training	English Teacher
CABE (California Association for Bilingual Education) – State Convention – March 2019 **	Professional development on ELD strategies, curriculum, and trends	English Teachers
SCCOE – Fall 2018 **	English Learners with Disabilities Community of Practice	ELD Coordinator (and Special Education Director)
September 2018 **	ELPAC Academy Year 2: Focusing on the Classroom	ELD Coordinator
ELPAC Admin and Scoring Training Session – November 2018	From California Department of Education – Mandatory training for scoring the ELPAC	ELD Coordinator
SCCOE – California English Learner Roadmap – September 2018 **	Supporting local capacity building and continuous improvement based on evidence of effectiveness from local experiences as well as the most current rigorous research evidence that speaks to the strengths and needs of English Learners	English Department Chair

** Participants train other staff upon return

SCIENCE

SCCOE – NGSS – One day, December 2018	On developing effective and meaningful performance tasks to challenge, gauge, and follow up on contents and skills taught.	Science Teacher

SOCIAL STUDIES

Association for Middle Level Education webinars	Best practices for middle school social studies http://www.amle.org/ServicesEvents/Webinars/031418/tabid/1074/Default.aspx Tools for Engaging History Classes http://www.amle.org/ServicesEvents/Webinars/041917/tabid/966/Default.aspx	Social Studies Teacher

PROJECT BASED LEARNING

SCCOE PBL Practicum at Bullis Charter School – September - March	Five-day practicum on integrated PBL with STEAM activities	Science teacher, PBL Coordinator

SCHOOLWIDE TRAINING

Kagan Professional Development – August 2018 and January 2019	1 Day – Engaging underserved youth 2 Days – Cooperative Learning	All Teachers
Solution Tree – August 2018	1 Day – Differentiated Instruction	All Teachers
Trauma Informed Practices – September 2018	Dr. Darlene Hall, Intersections Consulting, providing Trauma Informed Behavior Support in education	All Staff
PBIS / MTSS – August 2018	1 Day – In-house	All Staff
Peacemakers – Sept. 2018	2 hour – Introducing new youth mentoring program at Sunrise	All Staff
Health and Safety	Online – Mandated Reporter, Youth Suicide In-house – School Safety Procedures	All Staff

ADMINISTRATIVE TRAINING

LEAP Administrative Credential Program, 2018-2019	2nd year – Administrative Clear Credential	Jesus Meraz, Assistant Principal

LEAP Administrative Credential Program, 2018-2019	1st year - Administrative Preliminary Credential	Jessica De Anda – English Department Chair
SCCOE Truancy Training, September	Nuts & Bolts – A Shift from Truancy to Chronic Absenteeism	Jesus Meraz, Assistant Principal

HUMAN RELATIONS

SCCOE-September 2018	Day-long training on the basics of Human Relations	School Operations Manager

SPECIAL EDUCATION

SEIS 101 – Fall 2018 - From the El Dorado SELPA	For a deeper understanding of the SEIS system and the importance of thorough documentation of student needs and related supports. Teams will development a plan based on a reasonably calculated IEP that results in educational benefit for each student.	Special Education Team
El Dorado SELPA - TBD	Best practices for detecting and assisting students with dyslexia	Special Education Team
SCCOE – Fall 2018	English Learners with Disabilities Community of Practice	Director of Special Education (and ELD Coordinator)
El Dorado SELPA – January 2019	Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) for Educational Success	Resource Specialist
El Dorado SELPA-February 2019	Writing Grade Level Standards-Aligned Compliant IEP Goals Focused on Outcomes	Resource Specialist
El Dorado SELPA – April 2019	Tiered Instruction for English Learners	Resource Specialist

APPENDIX B -

SUNRISE MIDDLE'S ELECTIVE COURSE OPTIONS – Fall 2018 Sample

(Course offerings vary from semester to semester)

Mural Painting	The students designed and are now painting at their school a mural that depicts them in a position of greatness. They are the kings and queens of their school and of their individual lives. The school mascot is the Aztecs and in this way they are reflecting on their culture by adding the Aztec crown of Montezuma, the last Aztec emperor. The symbols that are depicted are all birth glyphs of the students and they all represent, different parts of their personalities. The mural includes the Unab-Ku a symbol for a spiral galaxy our Milky Way Galaxy and also a type of Yin Yang. To finish this beautiful mural the students feel it is important to reflect their innocence and connection to the elements and Mother Earth by depicting sage, fruits, veggies and flowers. Surrounding a type of mother hand holding a flower is a way of saying we are here passing by just like the wind takes the petals of a flower.
Cosecha a Mesa (HARVEST TO TABLE)	Cosecha a Mesa (Harvest to Table) is a program that focuses on developing the students' minds through gardening and cooking. This program educates students about the importance of sustainability, with the hope that students begin to see this approach more of a lifestyle to better their community, their family and most importantly their bodies and minds. The goal is for students to become more in touch with the plants and the food they interact and eat on a regular basis. We grow together! "Crecemos Juntos!"
Rhythm and Roots - Dance	The purpose of this class is to learn, celebrate and appreciate the history and dancing styles of the many genres that are heard around our students' neighborhoods. Most of the music that students dance and listen to comes from the Americas (North and South), but little do they know that its' rhythms and musical instruments can be traced back to Europe and Africa. The first semester we focus on learning choreography and the history of songs/music that come from North and Central America. - **September** celebrates Latinx Heritage Month. The class not only learns the historical context of the month but also the genres that are used for Latin-American independence day celebrations

	- **In October & November** we would look into American Hip-Hop and Mexican genres to create a choreography for Halloween and Dia de Los Muertos - In **December** we learn the history of ballet (Canada) to create a choreography for the Winter holidays The second semester we focus on learning choreography and the history of songs/music that come from the Caribbean and South America. -In **January** we would focus on the origins of Salsa. Using one specific song, we introduce Black History month -- since many students seem to ignore the fact that slavery also existed in Latin-America and that because of that many Latinx have black ancestry. **- February** is not only a month that celebrates black history but also celebrates Dominican Republic's Independence and so we again on the Afro-Latinx experience through Bachata **-In March** we focus on a hip hop routine with dancehall reggae from Jamaica and Brazil to celebrate the significance of Mardi Gras & Carnaval in South America **- In April & May** we will finish off the semester focusing on the rhythm and roots of Tango (Argentina and Uruguay)
Boxing	Students learn the basics and fundamentals of boxing and get a great workout and learn self discipline - all while having fun! There is no physical contact, but students do have punching bags and mitts.
Running	Students run several miles at a time in this class and have the opportunity to run 10, 20 or more miles with a Native American team on weekend field trips. Students learn the ancient indigenous way of carrying a message for positive self change and health for the entire planet. In June, students who have participated in enough weekend runs have the opportunity to run in a week-long 500-mile Native American relay from Northern California to the Bay Area, visiting reservations and sacred sites along the way.
Lego Robotics	Students use play to open up the world of math, science, and language skills. Students discover and investigate, think critically and solve problems while building and designing robots.
Volleyball	The volleyball elective is for the girls who are interested and/or who will join the volleyball team. Basic skills are taught, and girls have the opportunity for league play against other charter and district schools.

Cheerleading	Students learn and make up their own cheers for the Aztec volleyball, basketball, soccer and flag football teams. They attend games and lead the audience in cheers to encourage those playing to give it their all. Dance steps are included.
Arts & Crafts	In this class students learn about all types of crafts ranging from jewelry making to painting or gift making. Students use upcycled materials wherever possible. The class is free flowing and also therapeutic for many students.
Gaming Community	This is a club-type elective where students practice collaborative skills including: planning and hosting events/competitions, developing and presenting newsletters, taking turns practicing leadership roles, etc. All is accomplished around the theme of gaming (any kind, video games, card games, board games, etc.).
Animal Rights	The animal rights elective looks at the different ways we treat animals in our society, how that links to other critical social justice issues, and the many ways that we as individuals have power to make a difference in our world.
Learning Skills	Provides intensive instructional support in various academic subjects. Our instructional team members frequently check student grades and attempt to track student assignments. Parents/Guardians are encouraged to contact the teacher if their student is struggling or to request that a student get help on a particular assignment. We also have our class syllabus on WikiEducator: http://wikieducator.org/User:Lbrown/Courses
Business Fundamentals	The business club covers basic and sophisticated business practices geared to 8th grade comprehension, simultaneously weaving in advanced vocabulary and concepts. Topics: Demographics/target market – what to sell, to whom, why and how, various business structures Professional protocol, eye contact, introductions, handshakes, customer interaction Fair-trade and ethical practices, supply chain (why does that t-shirt label say “made in China?”) Finance and taxes SWOT: strengths, weaknesses, opportunities threat analysis Field trip to Nordstrom, Trader Joe’s and Starbucks to familiarize and prepare for top entry level jobs paying $18/hr. at age 16. Mock-up of online job applications.

	Weekly sessions culminate in sales where students market the event, set up logistics, sell and distribute profits. This is a very key exercise because it makes what they have learned real and practical. They get to try out their new skills real time, customers waiting in line, and with pressure. There is a palpable sense of pride in accomplishment and teamwork.
Filmmaking	Filmmaking teaches the fundamental basics of the motion media process. Students learn the history and techniques of filmmaking, as well as the teamwork and responsibilities necessary to produce a short film. Students will work together to produce several short films on a variety of topics.
Sewing & Textile Arts	Students explore embroidery and sewing, beginning with its Latin American roots. The class then explores the ways that the Otomi indigenous people of Mexico changed their techniques and adopted a European style of embroidery. Students create functional art such as pencil pouches and patches for clothing and develop their creative thinking abilities while working individually or on group projects. The class culminates in a public showing of the student work.
Computer Coding	Students learn the fundamentals of computer coding. They practice coding and create software programs.
Minecraft	We use an educational school version of the Minecraft sandbox video game for this class. The game allows players to build with a variety of different cubes in a 3D procedurally generated world, requiring creativity from players. Students learn how to explore creativity virtually.
Basketball	This class is for students whether or not they want to compete on the school's basketball team. Students develop their skill in basketball while also learning about teamwork and leadership. They later may choose whether or not they want to play in our league competition.
Painting	In this class students learn about famous artists and their different techniques in painting. They also will create their own paintings, journals, folders, bookmarks, etc., using oil and water colors.
Dodgeball & Other Sports	This is a class for students who cannot get enough of sports. They will learn how to play dodgeball - an Aztec favorite - and other fun games, including traditional sports such as baseball or tennis.

Board Games	This class involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Some games are based on pure strategy, but many contain an element of chance; and some are purely chance, with no element of skill. Some of the games the students play: Chess, Monopoly, Scrabble, Risk, Settlers of Catan, Clue, Ticket to Ride, and Uno.
Street Hockey	Street hockey is a variation of the sport of ice hockey where the game is played outdoors on foot, using a ball or puck. Students explore a sport that they are not typically exposed to. They also learn the value of teamwork.
Beauty & Health	This class is designed to help young adolescents gain confidence, good posture, and positive body language and speech. Students also learn how to take care of their skin, control acne, and avoid foods that may cause breakouts. Students learn about colors, hair styling and, with parent permission, appropriate makeup application.

APPENDIX C – SUNRISE PLAYBOOK

SUNRISE MIDDLE SCHOOL

Charter School of the Santa Clara County Office of Education

San Jose, California

School Culture Playbook

Sunrise Middle School is a charter school for sixth through eighth grade students who are seeking a small school environment with holistic, meaningful and stimulating education that prepares them for high school, college and life.

INTRODUCTION and BACKGROUND

Sunrise Middle School is a community of educators, parents and students who believe that learning should be rigorous, stimulating, relevant, and fun.

We are committed to educating traditionally underserved students and recognize that learning experiences that engage rigor, relevance and relationship can close the achievement gap, even among the most at risk.

We meet students' academic and developmental needs through a "second-home" nurturing environment that includes small class size (25:1), daily meditation, character-building, field trips, outdoor education and counseling.

We work relentlessly to ensure equitable access to challenging and meaningful learning for all students.

The school was founded in 2011 by a group of like-minded individuals who cared deeply about serving the most underserved students of San Jose at a most vulnerable time in their lives. This group also was committed to providing a rigorous, stimulating and well-rounded education that addresses the whole child and all his or her needs. Many of the school's original board members still serve on its Board of Directors.

We maintain whole child education is the best way to ensure that students will be successful and happy, not only in high school, but also in college and in life.

Today Sunrise Middle School serves a population that is 95 percent Latino, 98 percent low income, 71 percent below federal poverty level, 50 percent English Learner, and 15 percent special education. Our population is among the most underserved in San Jose. We strive to give them the same opportunities that students from more advantageous backgrounds enjoy.

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Acknowledgments

This document was prepared with assistance from Amanda Gardner of Innovate Schools, and UP Academy, Charter School of Boston.

OUR CULTURAL MISSION AND VISION

Our Mission

Sunrise Middle School is a charter school for sixth through eighth grade students who are seeking a small school environment with holistic, meaningful, and stimulating education. We maintain high expectations for each of our students while offering them experiential and investigative learning that is relevant to their lives, allows them to explore and challenge prevailing thought, requires them to take responsibility for their actions, and prepares them for later success in high school, college, and life.

Our Vision

Sunrise Middle School is a school where we focus on the whole child. This includes academic excellence, exposure to career opportunities, character development, promotion of self-esteem, internal balance, global and environmental awareness, gratitude, and encouragement of kindness toward others.

We believe that students – particularly students of very low income levels – have the best chance for long-term success in higher education, their careers and in life if they are exposed to all of these themes throughout their middle school years.

Additionally, we believe that school should be a joyful experience, and that students should be in an environment where they want to come to school every day, excited to learn about themselves and the world around them, encouraged to explore and question, and confident about analyzing and comparing the many situations they face.

Our Values

To this end, we believe:

The best teachers are those who are highly energetic, engaging and humorous, who literally sweep students off their feet with their contagious enthusiasm about the subject matter at hand. Our teachers listen and ask questions, and allow the students to do the speaking. Our teachers continually praise students for their inherent intelligence and goodness, and who focus on how things can be done better rather than on what was done wrong. Our school has a growth mindset.

All students are capable of succeeding, and intelligence is not fixed but rather, can be grown. Therefore, all students are held to the same high expectations for academic growth and excellence, and those who fall short of these are encouraged and supported until they all reach certain established goals.

Students will be more enthusiastic about studying in school if they have an idea of why this is relevant to them now and why it will be important to them in life. To this end they are exposed to various careers that may interest them. Their teachers continually correlate various topics to how they might be used in life. And, students are encouraged and shown how to apply what they are learning to their present day situations. Students are not only told that a certain skill may be useful when they "grow up," but they are encouraged to use that skill for the betterment of their community now.

Rules are important but simple and centered on respect – respect for oneself, respect for one's classmates, for one's school, parents, teachers, and surrounding community. Everything falls into the category of respect, and when considerations are made about the violations of respect, everyone recognizes that the group, or school, comes before the individual.

Our students will build their character as well as their minds. Through our SCOPE character-building program, students will learn the importance of self-control, curiosity, optimism, perseverance and effort. Of all of these traits, perhaps perseverance will be the most important for them, as many struggle to break the chain of poverty that has plagued their families for generations. Teachers and other staff continually model these traits and praise students for practicing them.

Our students learn how to balance their lives through daily meditation, which, studies have shown, increases focus, improves memory, reduces anxiety and stress, reduces fatigue, and boosts immunity. Hard work as well as play is encouraged. Exercise and healthy eating are promoted. Stress is eliminated as students see all their activities in balance.

Through our outdoor education program, students also learn to become good stewards of the Earth and to recognize the healing and calm that can come from outdoor experience. Our students learn that life is connected, and what harm may come to one affects all. They are taught to respect animals, plants, the air we breathe, the ground we walk on, the bodies of water from which we drink.

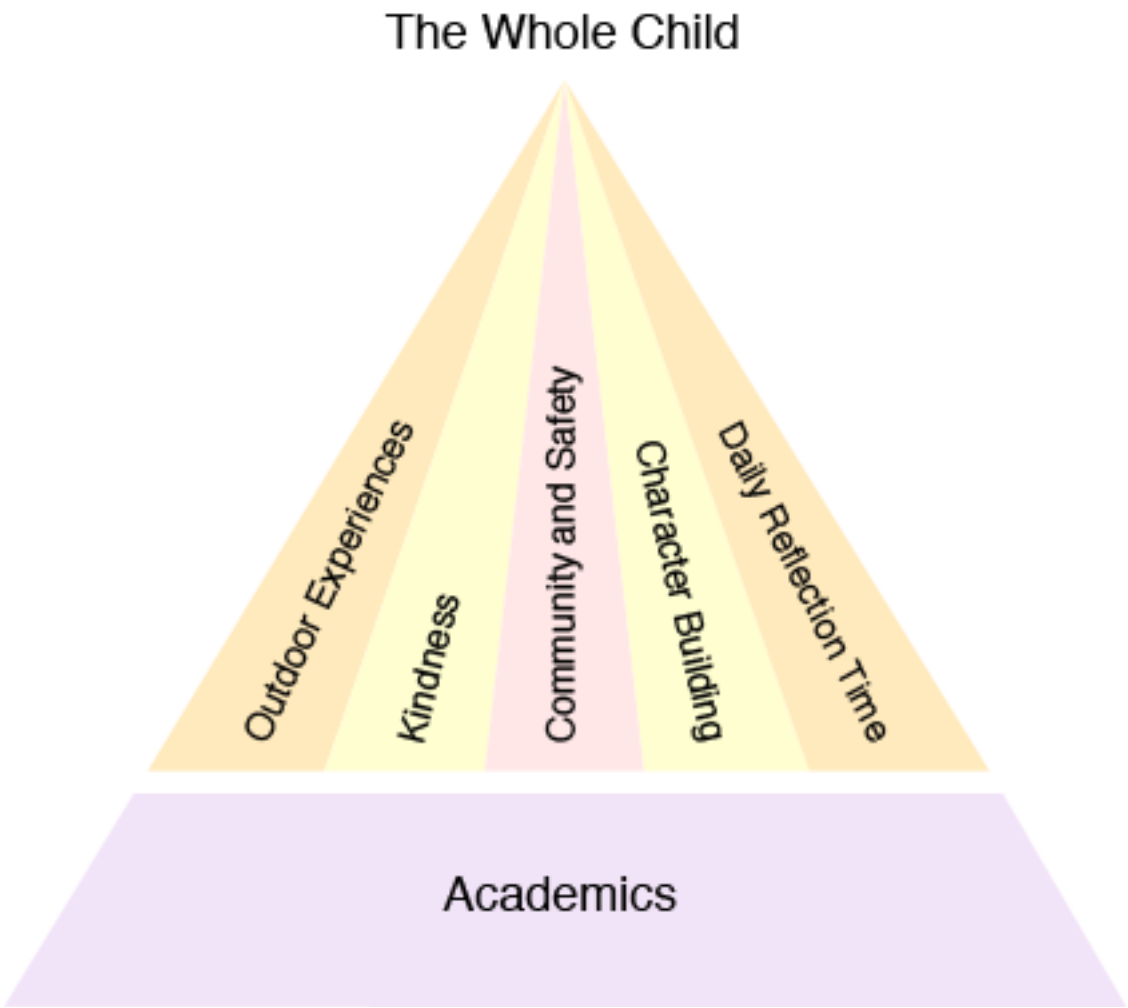
Our students have global awareness. They know what's going on in the world around them and think of ways they can improve that world. They are aware that they are important and powerful beings – even though young – and that, to quote Margaret Meade, "a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

Finally, and perhaps most importantly of all, students focus on the importance of gratitude and kindness toward others. They see how more comes into their lives as they become more grateful for the blessings they have. They recognize purity of heart, false power, and real power. They are kind to others, and learn how

kindness does not take away from their life, but rather, brings more joy into their life.

The Foundation

The foundation for the students' learning, of course, is rigorous academics, taught by inspiring teachers.



At Sunrise, teachers:

- Take no excuses – all students can succeed!
- Are relentless in making sure students complete their work – no F's!
- Teach with energy, humor and understanding.
- Are passionate about the core subject areas that they teach.
- Know how to make school relevant to their students' lives.
- Believe in the potential of each youth.
- Contribute to the creation of a school-wide culture.
- Build close connections with students, their families, and the school community.
- Are willing to participate in all aspects of school life.

We borrow here a Positive Force of Nature (PFN) concept here from the School Culture Playbook of the UP Academy, Charter School of Boston:

"We believe that the rules of school are the rules of life, thus the character values that we instill are practiced in the classroom, school and community. Whenever we set an expectation for students, we ensure that there is a rational and concrete explanation for that expectation. The adults in the building ensure that students see that our expectations of them will lead them on a path to building a successful future.

"We recognize that the single most important factor in determining the strength of a school's culture is the efficacy of teachers. Master teachers engage even the most reluctant students and value positive motivation over negative consequences. They narrate positive actions and habits they observe in their classes while consistently, and respectfully, correcting the slightest misbehavior. They understand the importance of paying attention to details, "sweating the small stuff", in a way that makes school culture stronger. They take personal responsibility for creating a positive school culture – they are positive forces of nature (PFNs) who effectively sweep kids up into the lessons they present.

"These two ideas – being a positive force of nature and sweeping students up into lessons – are fundamental parts of our school's culture. The text below illustrates these concepts:

Sunrise Positive Force of Nature (PFN)

"A successful school culture is steadily built, day by day, in every interaction between its teachers and students. The best teachers, the "culture builders," are able to get kids *swept up* in the school experience. They are the reason kids show up and they create the heart. We call these teachers Positive Forces of

Nature (PFN), and we actively seek to develop the genuine PFN in every faculty member.

1. **PFNs showcase their personality in the classroom**.
   The best teachers find ways to be themselves and commanding at the same time. Three personality traits that tend to get kids swept up are humor, energy and intensity. Rather than attempting to change a humorous, but generally calm teacher's energy, we work to amplify his or her humor. Let teachers be the best of themselves to get kids *swept up* rather than trying to make all teachers look and sound the same.
2. **PFNs "go there" to bring lessons to life.**
   When planning a lesson, there are often opportunities for teachers to design challenging or unexpected activities that will ensure a lesson's objective is memorably reached. This is where the teacher's creativity meets his or her ability to design goal-oriented lessons. Maybe the teacher uses media to deliver new information, adds performance-based activities to a lesson, teaches a concept through a new, more relevant context, or changes the mode of assessment to encourage the more high-level, independent thinking. While many teachers shy away from these type of lessons, or these activities without successfully linking them to objectives, PFNs take calculated risks to make well-aligned, but typical lessons more memorable.
3. **PFNs demonstrate an unwavering belief in their students' best intentions and abilities.**
   In a PFN's classroom, every student feels special because the teacher always "catches them" doing something good. When students mess up, PFNs immediately use the moment to teach the "right way" and motivate the student to get better. PFNs don't waste time lecturing students or dwelling on mistakes. They refocus the class on the next challenge and, through their willingness to invest in every student's success, show that all students can be successful. PFNs build these skills through mastering Lemov's Taxonomy of effective teaching and modifying these strategies to suit their own personality.
4. **PFNs are the toughest teachers in the school.**
   It seems counter-intuitive, but it is true that the more positive a teacher is, the stricter he or she can be. This is because every positive interaction by a PFN creates buy-in and trust with students and motivates them to comply with the teacher's rules and systems, no matter how demanding. It is also true that students *swept up* in lessons are less likely to act out.

RATIONALE FOR RULES

At Sunrise we believe that the school culture will not be strong without effective systems to help manage students behavior and choices. A student can grow and change with love, but this growth and change will happen much more quickly with a combination of love and discipline. Therefore, our teachers are partners with the students' parents, and they also are, in a sense, the students' second parents. We believe this role is particularly vital at the middle school age, an age when students often decide, consciously or unconsciously, which direction they will choose in life. It is our role to help them choose the path that may be the most difficult, but that will also help them reach the joy, self-pride, and contentment that they are seeking.

As children progress through middle school they should rely less and less on extrinsic motivators and be more and more focused on their own intrinsic motivation. Our strongest motivator is a student's own desire to succeed.

The first step to avoid misbehavior is an engaging lesson, and Sunrise teachers know this. Clear procedures for all activities also lead to less confusion, less rule breaking and less waste of valuable instructional time. If a student still chooses to misbehave, despite these efforts on the part of the teacher, there must be firm, fair and consistent consequences – consequences that the child is held accountable to each time he or she chooses to go against the rules. This takes energy, but our teachers have energy, and the administration has the energy to back the teachers up whenever needed.

The most important concept is for all faculty members to remember, the group comes first. No student should be allowed to take away from the school culture and respect, or from valuable instructional time. We need to teach "bell to bell".

RULES, ROUTINES AND SYSTEMS

Dress Code

Sunrise Middle School students have a dress code for two reasons: safety and cost. Sunrise is located in a neighborhood where there are two opposing gangs. One gang claims red, and the other claims blue. To make things simple and to avoid wasting class time, we do not allow any red or blue. This means that students may wear white, black, gray and khaki and the school colors, yellow or purple. They need to wear collared shirts and pants or shorts and skirts that come just above the knee or lower. Their shoes, socks and backpack may be any color, but never red or blue, or any shade thereof.

The majority of parents have asked that Sunrise has a dress code so that they don't have to spend money on school clothes. We respect this desire, since more

than 40 percent of our students are living below federal poverty level, and about 88 percent all of our students are on the government free lunch program.

The principal and office staff keep an eye out for students who violate the school uniform policy and meet with these students in the office. Teachers also need to scan their students for uniform violations as they are entering the classroom. Any student who is not properly dressed is sent to the office to change.

Entering and exiting the classroom
Student behavior in the classroom must begin before a student enters. Students form a line before entering the classroom. Playground behavior ends, so there is no playing with balls or rough housing in line. Students should be facing forward and ready to greet the teacher, who is at the door before the gong rings. The teacher's warm welcome makes the student feel excited about the lesson ahead. Students immediately go to their seats, put their backpacks on the ground and take out their notebooks, homework and pencils. Within a minute or two, both teachers and students are ready to start class – no time wasted.

A few minutes before class is to end, students throw away any trash and pack up their bags. The teacher dismisses the class table by table. Students line up outside with a responsible student at the lead. Once all students are out of the classroom, the teacher walks them over to the cafeteria for brunch or lunch. Or, they simply go to their next class.

The classroom environment
The classroom is always to be recognized as a professional space, similar to a work atmosphere. Students and teachers use professional language and treat each other with respect.

The best way to show respect is to be quiet while another student or the teacher is talking. Students "track" the speaker, meaning they are quiet and have their eyes focused on whoever has received permission to speak. If students are sitting in a group around a table, they should turn their chairs around so that they can more easily see the speaker. Students show the same respect to other students who are speaking as they do to the teacher.

Students are expected to raise their hand and wait to be called on to answer or ask questions.

Teachers address students in a professional and respectful manner that acknowledges they are scholars and future professionals. For example, teachers may say "students" or "ladies and gentlemen."

Classroom guests, whether announced or unannounced, are also treated with respect. Each classroom has an assigned "greeter," who is responsible for welcoming the guest while the rest of the class stays focused on the lesson. This

“greeter”, who likely is someone seated near the door, will rise up and walk over to the guest, introduce himself, shake the guest’s hand and briefly explain what the class is learning about, then invite the guest to walk around the room. This is an important student role, which may change from week to week or month to month. A student may feel honored to be chosen as a greeter.

Bathroom use and water breaks
Students should use the bathroom during brunch and lunch, and should never need to use the bathroom the first or last 15 minutes of class unless they have a note from their doctor or parent. A teacher may not dismiss more than one student at a time to use the bathroom. Each teacher will have a sign out / sign in sheet at the door. Students will note their name and date and the time they leave and return to the classroom.

We encourage students to have their own water bottles at all times.

Eating
Students may not eat anywhere except inside the cafeteria. This is so the school grounds remain clean. Students may not at any time chew gum, eat candy, Takis or Hot Cheetos, or drink soda, sugary drinks or caffeinated drinks. These items are taken away from the student, if brought to school, and may be returned at the end of the day.

Office rules
Students upon entering the office remember that it is a place of work and the “face” of the school. Students therefore, need to remain quiet in the office and to sit respectfully while waiting to be helped.

Students are not allowed in the office during class time unless they have a pass from their teacher or they are accompanied by another adult, such as the counselor or special education teacher. Students may use the office phone to call home with permission from office staff.

Tardies and attendance
Teachers take attendance on PowerSchool during the first ten minutes of class. Any student coming into class late must report to the office for a tardy pass.

The office will handle excessive and unexcused absences through the school’s SARB system.

Getting students’ attention
The preferred way for Sunrise teachers to get their students’ attention is by raising their hand and “Give me five!” or something similar. Students, upon seeing the teacher’s hand raised, should do the same until everyone is quiet and has their hand raised.

Noise levels
Varying noise levels are allowed at different times, and the teacher should advise students as to what noise level is allowed at a particular time.

Group work
Teachers instruct their students on the norms for group work during the first days of the school year. Students use soft voices and academic and professional language during group work. They learn to disagree respectfully and only use language that they would use in the workplace. For example, "I disagree with what you're saying because –" Students track the person in their group who is speaking. Put-downs are never allowed.

Individual to Individual Behavior	Individual to Group Behavior	Group to Individual Behavior
Examples	Examples	Examples
No put downs	*Be on time to meetings*	*No scapegoats*
Give praise	*Be prepared*	*Bring everyone into the Group*

Teachers set expectations for moving in and out of groups, for student roles within groups, for student responsibilities after group work, for communicating the flexible groupings to students efficiently, and for how students will be graded for their group work.

Student materials
Teachers always have their materials ready before class starts. Students are asked to hand out materials, as needed. Doing these two things minimizes wasting instructional time.

Students who have a problem with their materials should raise their hand.

Our most expensive and valuable materials are our computers. The school has worked hard to have a device for each student, and to have several online learning programs in addition. Student misuse of computers is not allowed.

From time to time students come to class without paper or pencils. Teachers will be allowed to handle this in their own manner. We recognize that students need to learn responsibility. We also recognize that class time cannot be wasted.

Finishing early
When students finish a project early they should raise their hand if the teacher has not noticed. The teacher should always have extension activities ready for further learning.

Managing space and resources
Teachers ensure that their classrooms are kept neat throughout the day. This communicates a sense of professionalism to the students. Teachers have a list of student names and jobs that will ensure the classrooms are free of litter and that student materials are stored properly.

Classroom whiteboards are cleaned regularly, floors are swept as needed, material bins are kept stocked, student materials are stored properly, student desks are handled orderly, and classroom materials such as staplers are in working order.

Cell phones, iPods, and electronics

Electronics are allowed on campus only if they are not taken out during the school day or seen by staff members. The reason for this is that they interfere with instruction and safety.

If a phone, iPod, etc., is seen by a staff member the student will need to hand it over to the teacher or an administrator and pick it up from the front office at the end of the day. If this happens a second time, the administrators will keep the item until the parent can pick it up. If there is a third offense, a parent meeting will be held, and the student will need to sign a contract with the school requiring the item to be turned in to the office at the beginning of every school day.

Homework is assigned as follows:

Monday through Friday, each student should receive about 60 minutes of homework. This should include:
About 30 minutes of English
About 30 minutes of math

Students who don't turn in their homework or who need extra help may be asked to attend office hours with their teachers after school.

Grading

A student's grade is based as follows:
25 percent on homework
25 percent on tests and quizzes or other assessments
25 percent on classwork
25 percent on class participation

Consistency
Sunrise teachers know that these rules need to be followed in a consistent manner in order to be effective. No breaks are given just because it's Friday, or the day before a vacation, or because it's April and nearing the end of the year!

Special Education Students

Teachers need to be aware who in their classroom as an IEP or 504 and they need to consult with the special education director to ensure that their legal rights are being met, both academically and behaviorally.

English Learners

Teachers also need to be aware of which students are English Learners and which students are Level 1 or 2 ELs so that they can scaffold their instruction accordingly.

EVENTS AND CULTURE

Sunrise Middle School believes that frequent acknowledgements of students who are doing the right thing help create a joyous atmosphere at school and encourages students to continue to put forth their best efforts. To this end, the school acknowledges:

Student of the week
SCOPE awards
Academic excellence and improvement awards
Community service
Sports achievements
Acts of Kindness, etc.

Classes also are awarded marbles for great performance, behavior, etc. The marbles are collected in little jam jars which, when filled, means that the class has earned a free dress day that Friday.

Sunrise holds student, parent, and community assemblies on a regular basis, as well as fun nights, such as the Halloween carnival and Holiday Party.

Two school days each year are devoted to field trips for outdoor adventure, learning outside the classrooms or team building. In addition, the school receives grants to hold one to two outdoor trips each month. These range from simple hikes to camping, backpacking, snow trips, horseback riding and caving. The trips are designed to build environmental awareness, teamwork, and self esteem, and are a great way for students and teachers to bond.

The school emphasizes daily meditation to help the students learn how to center and balance their lives. Values are also taught through Kindness Days and other Challenge Days. A counselor comes to the school to help students with individual and group issues.

These regularly scheduled activities are supplemented by constant awareness on the part of the staff that we are here to serve the whole child and not only academic needs. We recognize that for our student population the need to grow self-esteem is paramount. To this end, we expect that each teacher will recognize each student every day, or at least once a week.

APPENDIX D – UNIFORM COMPLAINT POLICY

UCP Board Policies and Procedures
2018-2019

Sunrise Middle School
1149 E. Julian St.
San Jose CA 95116
408-659-4785

UCP Policies and Procedures
adopted by our
Governing Board on
July 12, 2016

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *Sunrise Middle School* of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities in which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Programs and activities that are implemented by our district and subject to the UCP in which we receive state or federal funding include some of the following:

Adult Education; After School Education and Safety; Agricultural Vocational Education; American Indian Education Centers and Early Childhood Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teachers; Career Technical and Technical Education and Career Technical and Technical Training; Career Technical Education; Child Care and Development; Child Nutrition; Compensatory Education; Consolidated Categorical Aid; Course Periods Without Educational Content; Economic Impact Aid; Education of Pupils in Foster Care and Pupils who are Homeless; Every Student Succeeds Act / No Child Left Behind*;* Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3); Migrant Education; Physical Education Instructional Minutes; Pupil Fees; Reasonable Accommodations to a Lactating Pupil; Regional Occupational Centers and Programs; School Safety Plans; Special Education; State Preschool; and Tobacco - Use Prevention Education.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to *Education Code* Section 52060(d).

The responsibilities of Sunrise Middle School:

We have the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, including, but not limited to, allegations of discrimination, harassment, intimidation, bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP.

We shall ensure annual dissemination of the written notice of our complaint procedures to students, employees, parents or guardians of its students, school and district advisory

committees member, appropriate private school officials or representatives, and other interested parties that includes information regarding unlawful pupil fees and LCAP requirements.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

The following is responsible for receiving and investigating complaints and ensuring our compliance:

Name or title: Teresa Robinson, Director, or a board member if the complaint concerns her
Unit or office: Sunrise Middle
Address: 1149 E. Julian St. San Jose CA 95116
Phone: 408-659-4785 E-mail address: info@sunrisemiddle.org

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an

individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees, LCAP, and/or a Course Period without Educational Content complaint, we shall provide a remedy. Specifically, in Course Period without Educational Content complaints the remedy shall go to the affected pupil. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the state board.

We submitted our UCP policies and procedures to our local governing board or authorized designee for approval and adoption.

Filing a complaint with Sunrise Middle School

Except for Williams complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our agency of federal or state law or regulation governing a program. A pupil fees complaint may be filed with the principal of a school.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Sunrise Middle School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Except for Williams complaints and pupil fees complaints, a UCP complaint will be investigated and a written report (also known as the Decision) issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

We shall issue a Decision based on the evidence and will contain the following elements:

(i) the findings of fact based on the evidence gathered,

(ii) conclusion of law,

(iii) disposition of the complaint,

(iv) the rationale for such disposition,

(v) corrective actions, if any are warranted,

(vi) notice of the complainant's right to appeal our agency Decision to the CDE,

- We shall inform the complainant of his or her right to appeal the agency Decision to CDE and
- The complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

(vii) procedures to be followed for initiating an appeal to the CDE.

- To appeal our UCP Complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to the California Department of Education (CDE). This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of the agency's Decision are incorrect and/or the law is misapplied.
- The appeal shall be sent with (1) a copy of the locally filed complaint and (2) a copy of the Decision.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Copies of these Uniform Complaint Procedures shall be available free of charge.

APPENDIX E – CONFLICT OF INTEREST CODE

CONFLICT OF INTEREST CODE FOR SUNRISE MIDDLE SCHOOL

Adoption

The California Political Reform Act (Govt. Code § 81000, *et seq*.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference.

> Regulation 18730 and the text here along with the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Sunrise Middle School. The full text of 2 California Code of Regulations § 18730 may be found at http://www.fppc.ca.gov/content/dam/fppc/NS-Documents/LegalDiv/Regulations/Index/Chapter7/Article2/18730.pdf.

The Governing Board of Sunrise Middle School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the Charter School.

Following approval by the Governing Board of Sunrise Middle School, the code must be submitted to the code-reviewing body, the County of Santa Clara Board of Supervisors. This conflict of interest code, and any amendment to it, is not effective by law until reviewed and approved by the code-reviewing body.

Definition Of Terms

As applicable to a charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Designated Employees

Employees of this Charter School, including Board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be designated employees. The designated positions are listed in Exhibit "A" attached to this policy and incorporated by reference herein.

Statement Of Economic Interests: Time Of Filing

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed in 2 California Code of Regulations § 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in Exhibit A.

An investment, interest in real property, business position, or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Exhibit B.

Statements of Economic Interests: Place of Filing

Statements Filed With the Charter School

All Statements shall be filed with the Charter School's Filing Official. If statements are received in signed paper format, the Charter School Filing Official shall make and retain copies and forward the originals to the County of Santa Clara Clerk of the Board of Supervisors. If statements are electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's Filing Official and the County of Santa Clara Clerk of the Board will receive access to the e-filed statement simultaneously. Copies of all Forms 700s retained by the Charter School will be available for public inspection and reproduction pursuant to Govt. Code § 81008.

Disqualification

Refer to 2 California Code of Regulations § 18730 for information on disqualification requirements.

No designated employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the designated employee's participation legally required.)

Manner Of Disqualification

When a designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure

shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way.

Amendments to Conflict of Interest Code and Biennial Review

When a change in this conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days.

Additionally, upon direction by the code-reviewing body, Sunrise Middle School shall review this conflict of interest code and submit any changes to the code reviewing body.

When reviewing and preparing this conflict of interest code, Sunrise Middle School shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views.

EXHIBIT A

Designated Positions

Designated Position Category	**Assigned Disclosure**
Member of the Governing Board	1
Director of Charter School	1
Operations Manager	1
Consultant	4
Newly Created Position	*

***Newly Created Position**

A newly created position that makes or participates in the making of governmental decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in an agency's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Director may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

As soon as the Charter School has a newly created position that must file statements of economic interests, the Charter School shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School shall ensure that any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file statements of economic interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions, and submit the amended conflict of interest code to the County of

Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

EXHIBIT B

Disclosure Categories

1. Category 1

Designated positions assigned to this category must report:

A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and

B. Business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction; or (3) manufacture or sell supplies, books, machinery, or equipment of the type used by the department for which the designated employee is Manager or Director; or (4) are contractors or subcontractors engaged in the performance of work or services of the type used by the department for which the designated employee is Manager or Director. For purposes of this category, the Board's department is the entire school.

2. Category 2:

Designated positions assigned to this category must report:

A. Interests in real property located in whole or in part either (1) within the Charter School's jurisdiction boundaries, or (2) within two miles of the Charter School's jurisdiction boundaries, or of any land owned or used by the School; and

B. Business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that: (1) are contractors or sub-contractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the

Charter School's jurisdiction; or (2) engaged in the acquisition or disposal of real property within the jurisdiction.

3. Category 3:

Designated positions assigned to this category must report business positions with, investments in, and income (including gifts, loans, and travel payments) from sources that (1) manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director; or are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director.

4. Category 4:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in the School's conflict of interest code, subject to the following limitation: The Director may determine in writing that a particular consultant although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

APPENDIX F – SUNRISE MIDDLE'S NEW SOCIAL JUSTICE PBL COURSE

Sunrise Middle School: PBL 2018-2019

Overview of standards:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Topic: Food and The Mind-August

Essential Questions: Why does learning about food and the effect it has on our brain matter? How is food related to our mind? What are better alternatives to the junk food we eat every day? How many tablespoons of sugar are in sport drinks, juice, soda, snacks? Write in journal: What does food insecurity mean? How does poverty affect nutrition? Who is affected by it the most? What does food insecurity look like in other countries?

Learning Objectives:
Students will be able to conduct short research project to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards: WHST. Grade 6-8: 1.
WHST. Grade 6-8: 2.
WHST. Grade 6-8: 8.
WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Research Project on ingredients found in processed foods. Students will create a bank of healthier food options and make a snack replacement for popular unhealthy chips; “takis”.

Topic: Climate Change-September

Essential Questions/Objective: Global Climate Change Awareness. Indigenous people and climate change. How is the Dakota Pipeline affecting the surrounding communities? How does fracking overall affect the globe? Which countries are leading in reducing climate change? What are some initiatives that are being done to lessen the impact of climate change? Going Green Projects. How does poverty and climate change relate? Why is it important to look at water shortages around the world? How is our community being affected by climate change. Learning about the recent wildfires in California. Waste of food and how that is affecting climate change. Oceans and waste: new tech helping with these issues.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or

shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: One day at school dedicated to reducing carbon emissions – walk or ride your bike to school, lights out, etc.
Powerpoint Presentation, Project illustrating different climate change issues depending on the students interest. Gallery walk of students tangible solution ideas, such as recycling projects, being mindful of waste, minimizing plastic use, etc.
"Design it clean" http://pblu.org/projects/design-it-clean

Topic: Immigration/ Refugees-October

Essential Questions/Objective: Migrant Workers. Why is it important to look at immigrant journeys? What makes people take a risk? How has immigration reform changed over the years? What are the accomplishments of Cesar Chavez and Dolores Huerta? Braceros program. How did ICE come to be? Children at the Border. Why were families separated at the border? How does this mirror past separations? Japanese concentration camps california. Mapping Migration; looking at the migrations in California.

Learning Objectives:
Students will connect this project to history and social science.
Students will be able to conduct short interviews to better understand immigration, as

well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects: Narrative of an immigrant close to them, "An Immigrant Experience" (6th grade): http://modelsofexcellence.eleducation.org/projects/immigrant-experience
"This American Life: An immigration project"(7th and 8th grade)
https://www.hightechhigh.org/htmnc/project/american-life-immigration-project/
"Choosing Your Own Adventure": students will answer the driving question; "what makes people take a risk?"

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Narrative, Art displays

Topic: Self Identity/Trans rights/ Body Positivity- November

Essential Questions/Objective: How did Pride start? Inclusitivity: Why is it important to learn about LGBTQ? Exploring identity. How can we help those who are discriminated by society based on their sexuality? How has same sex marriage changed over the years? Why is it so political? Understanding of different identities, self concept, identity and community.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects:
"Off and Running" http://www.pbs.org/pov/offandrunning/lesson-plan/ (8th grade)
"This is Me: Self Identity Project" Mini movies describing where students are from and what defines them.
Tolerance activities: https://www.tolerance.org/classroom-resources/tolerance-lessons/my-multicultural-self , Art project "I Am" ; Students create portrait with positive remarks about themselves

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Art Project, Movie Maker file.

Topic: Homelessness-December

Essential Questions/Objective: Homelessness in America. Homelessness in other countries. How do other countries help homeless people? What are different solutions to this problem? What is the best way of giving back? Why are Veterans disproportionately affected? How can our government better help with this issue? Children being homeless in the bay area. Contrasting the wealth in silicon valley and the number of homeless people. Housing crisis.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects: volunteering at shelters/food drives/giving back to the community, hearing the stories of people who homeless once, poverty simulations, What would i do without? Creating care packages, raising awareness. GIS, mapping

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Community Engagement

Topic: Economic Justice/Poverty-January

Essential Questions/Objective:
What is income inequality? Breaking the poverty cycle. Why is there unequal pay? Who is affected by unequal pay? Social insurance, economies around the world, global poverty . Child poverty in the united states. How are children being exploited in other countries such as using them for labor or war? How has the immigration changed for children over time? Which countries are guilty of using child labor? Boycotting: How can we learn about products that use child labor? What laws can we push for so that other countries enforce no child labor?

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Standards: WHST. Grade 6-8: 1.
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WHST. Grade 6-8: 8.
WHST. Grade 6-8: 9.

Projects:
Researching income inequalities around the world,
"A day in the life" and "Global Oneness Project"
Resource: https://www.cultofpedagogy.com/social-justice-resources/

Research congressmen,Letters to congressmen to ask them what changes they would like to see for the new year, researching companies that may use child labor

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Research Project

Topic: History of Human Rights-February

Essential Questions: History of human rights. How is healthcare different around the world? Why doesn't the US have universal healthcare? How can we push for change so that children don't go hungry? What are the disparities in education? What countries are still fighting for education for all? Human rights around the world, diversity, cultures, and disabilities.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects: Human's right's tree, 10 steps to taking action, community events

Resources:
http://hrlibrary.umn.edu/edumat/activities.shtm,
http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-4/2_ten-tips.htm

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation

Topic: Racism/Colorism/Resilience -March

Essential Questions/Objective: Black Lives Matter. Black Panthers. How has discrimination changed over the year? Old and new ways of discrimination. Why is racism still a problem today? What are the root causes of racism? Freedom riders. Systematic ways of oppression. Mass incarceration: School to prison pipeline. Where do stereotypes stem from? How can we stop them from being perpetual? Understanding prejudice, implicit/explicit bias.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects:Partners against Hate, Race and Privilege, letters to end hate, creating informational videos, Reconstructing race, first encounters with race and racism
Resources: https://www.zinnedproject.org/materials/reconstructing-race/ http://inservice.ascd.org/six-classroom-activities-to-spark-discussion-of-racism-and-privil ege/ https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-a nd-racism-teaching-ideas-for-classroom-conversations.html
"Resilience Cafe" http://pblu.org/projects/resilience-cafe

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Powerpoint Presentation, Portfolio

Topic: Peace and Conflict-April

Essential Questions/objective:To think constructively about our global future. To develop empathy with other communities. What are the impacts of war? Understanding post 9/11: terrorism. How does it affect it certain groups of people? Do corporations profit from war? How can we promote peace? Modern day holocausts: Yemen.

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex

CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Projects: “Making sense of world conflicts” Students will have: examined, hypothesised and discussed non-fiction material; and developed skills of enquiry and communication.
Evaluating campaigns for war and replacing them with campaigns for peace.

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Final Product: Research Project, Powerpoint Presentation

Topic: Animal Rights-May

Essential Questions/objectives: Which companies use animals for testing? Endangerment of species due to over land use. Animals and mass food production. Are animals being ethically executed for our consumption? Could our society move towards a more plant based diet to mitigate negative effects of animal over consumption?

Learning Objectives:
Students will be able to conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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WHST. Grade 6-8: 9.
CAELD. P1. 6-8.1.Ex
CAELD.P2.6-8.5.Ex
CAELD.P2.6-8.9.Ex
CAELD.P2.6-8.12.Ex

Technology: Laptop, laptop carts, google classroom, projector, internet, achieve 3000, Newsla

Projects: volunteer at shelters, create drives, researching companies that still use animals for testing.
"Cyber Shelter Program" Students write descriptions of animals in shelters near school to help them get adopted
"Save an Animal" Students create a campaign and raise money to save an endangered animal
"Schoolyard Habitat Project" http://pblu.org/projects/schoolyard-habitat-project

Final Product: Powerpoint Presentation, Research Project, Fundraiser

End of Year Project-June

End of Year Project: Students can pick a topic of their choice that they are really interested in and create a portfolio to showcase at the end of the year. They can deep dive into a problem and work on their researching skills and come up with a paper discussing what they researched, why they chose that topic, possible solutions, and pick a project they can help with an organization. At the end students can display an art piece or a presentation to the whole class. This will allow students to practice research, presenting, and give them the space to dive into something they care about.

APPENDIX G – SUNRISE SITE EMERGENCY PLAN

and

FLOW CHART

Sunrise Middle School Site Emergency Plan

Important Contacts
Sunrise Middle School
1149 West Julian St.
San Jose CA 95116
Tel : 408-659-4785
Site Manager :Teresa Robinson
Assistant Site Manager: Jesus Meraz

Call 911 to report any emergency

SJUSD - Police and Security
- 408-535-6080

SJUSD –Dir. Maint/Grounds
408-535-6200

County Health Department
- 408-299-5822

Red Cross
- 877-727-6771

Bomb Squad
- 408-277-4122

PG&E
- 1800-743-5000

Santa Clara Valley Water District

408-265-2600

San Jose Water Company

408-279-7900

SUNRISE
MIDDLE SCHOOL

SUNRISE MIDDLE SCHOOL EMERGENCY NUMBERS

Teresa Robinson, Site Manager	408.206.4779
Miriam Peirano	415.350.2348
Maria Luisa Macias	510-491-5935
Jesus Meraz	408-659-4785
SJUSD Alarm/ Security	408.278.6923
San Jose High School	408.535.6320
SJUSD Police & Security	408.535.6080
SJUSD Dir. Maint./Grounds	408.535.6200
Ambulance	911
Fire Department	911
Bomb Squad	408.277.4122
Hazardous Materials Unit	408.277.4363
County Health Department	408.299.5822

Hospitals (All in San Jose)

Regional Medical Center 225 N. Jackson Ave.	408.259.5000
Santa Clara Valley Medical 751 S. Bascom	408.885-5000
Kaiser Permanente 250 Hospital Parkway	408.972.3000

Police Department – San Jose	911 311
Red Cross	877.727.6771
Sheriff's Office	911
Mary Ann Dewan, Superintendent of Schools, Santa Clara County	408.453.6878
PG&E	800.743.5000
Santa Clara Valley Water District	408.265.2600
San Jose Water Company	408.279.7900
Or after hours	408.279.7811

SITE EMERGENCY PLAN OVERVIEW

The Site Emergency Plan has been designed to be a practical document for use during a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the School Site Council, will see to it that the information required by the plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties, and facility status, and report same to the District Emergency Service Center.

Annual Review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments
2. Verifying status and location of supplies and equipment
3. Modifying site procedures
4. Planning the staff in service activities
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

The annual review will be completed by October 30 of each year.

Staff Awareness

By October 30 each year the site shall devote one complete staff meeting to Emergency Preparedness planning including team assignments, evacuation procedures and basic school policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be put into service by City or County offices of emergency services. In that case, the Site Manager would be directed to secure District employees to open and work at the designated mass care centers.

EMERGENCY RESPONSE PLANS

FIRE RESONSE PLAN

1. Entire class exits with teacher through classroom doors.
2. Class exits through door to location posted in room by door.
3. Teachers need to grab class lists and emergency kits and close door upon exiting.
4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the bullhorn, which Site Manager will have with her.
5. Site Manager and Assistant Site Manager will have list of all students with emergency contact numbers.

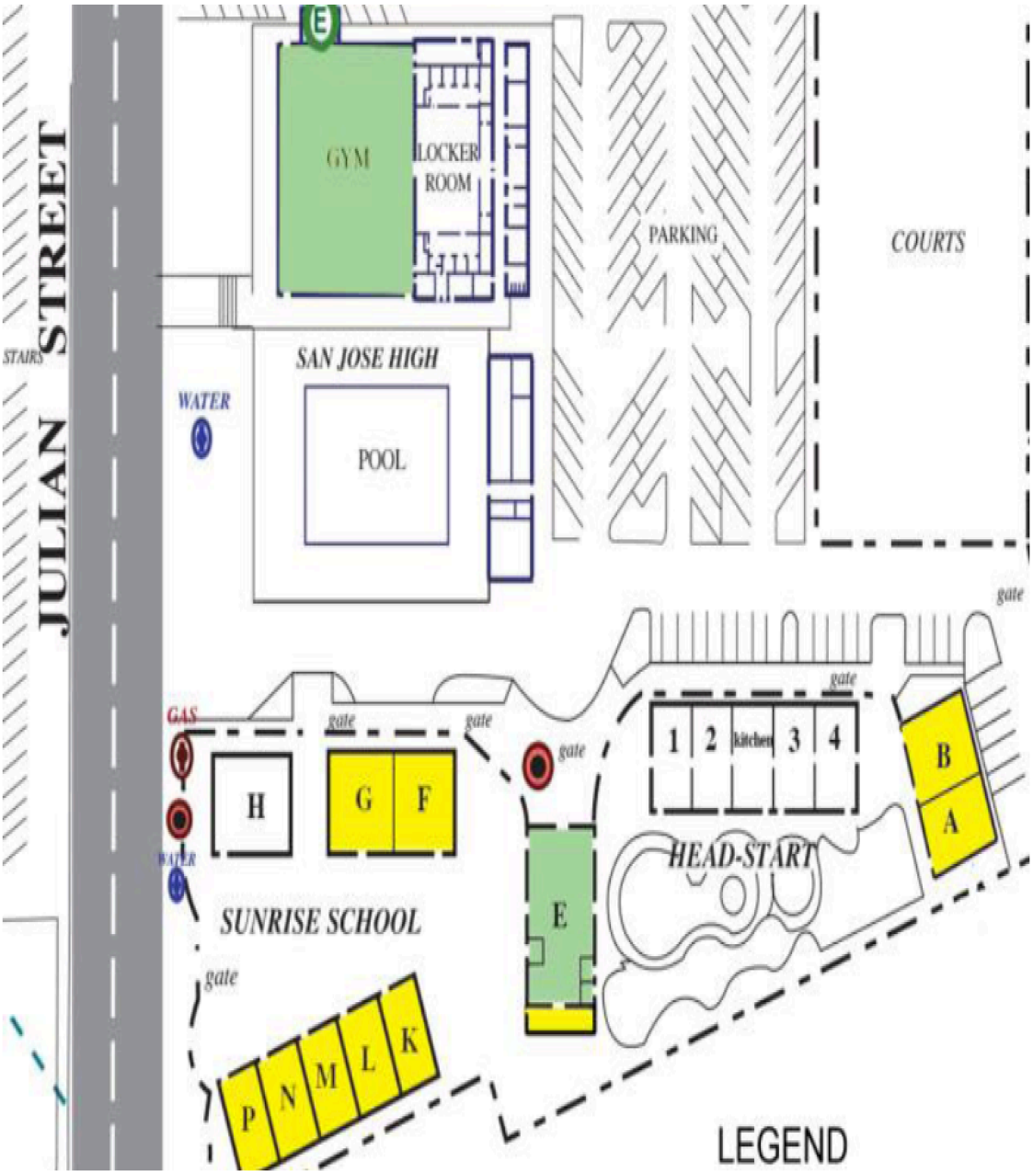
EARTHQUAKE OR BOMB THREAT

1. At the first indication of an earthquake, all persons should “duck and cover” at the “drop” command of the teacher or adult in charge. When the shaking stops an earthquake evacuation to the Assembly Area shall automatically be carried out, with or without any bullhorn or other announcement.
2. If the same type of evacuation is needed because of a bomb threat, the announcement will be made over the bullhorn and school radios to do an earthquake evacuation to the Assembly Area.

CHEMICAL SPILL

1. An announcement will be made to evacuate the building and gather in the Assembly Area.
2. The announcement will be made over the bullhorn and radio system. If for some reason this fails, the classes will be alerted by messenger.

Sunrise Middle School Assembly Area Map



PLOT PLANS

Site manager should assess the site to determine where the emergency areas listed might best be housed. Actual situations may require these areas to be changed but preplanning should prove valuable.

PLOT PLAN NO. 1

1. One plan showing areas designated and persons assigned for:

Command Post – radio, office	Teresa Robinson/Jesus Meraz
Triage and First Aid – 6	Ms. Silva/Ms.Brown /Mr. Laxman
Morgue - 5	Miriam Peirano/Mr. Avila
Sanitation – office	Maria Luisa Macias/Arlene Zarou-C.
Evacuation Assembly - small gym	Rusila Racinez/Mrs. Ellis/Ms.Ibarra
Student Release Area – Cafeteria	Mr. Campos/Mrs. Alvarez
Search and Rescue	Mrs. Boretz /Mr.Ahn /Mr.Omar
Student Staff Accounting	Mrs. Kara/Ms. Peabody
Campus Site Security	Ms. Davis/Mrs. Ellis

PLOT PLAN NO. 2

1. One plan showing

Utility shutoffs – District will handle water, gas, electric

If needed, tools to shut utilities off are in closet in far back of school office.

Fire Extinguishers: Office, classrooms

No chemicals stored

SCHOOL RESPONSIBILITY FOR STUDENTS

If the Site Manager / Principal declares a school wide emergency during the school day, the school has a clear statement of policy governing its actions:

SUNRISE MIDDLE SCHOOL POLICY IS AS FOLLOWS:

IN CASE OF A DECLARED EMERGENCY BY THE SITE MANAGER / PRINCIPAL DURING SCHOOL HOURS, ALL STUDENTS WIL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF SCHOOL PERSONNEL.

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on school records.
    a. If students are on their way to school they should proceed to school.
    b. If students are on their way home from school they are to continue home.
3. To provide this supervision and care, Sunrise Middle personnel will be utilized. All school employees are designated disaster service workers when an emergency is declared. The Site Manager or designee has the legal authority to declare an emergency in this school. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.
4. Sunrise encourages the utilization of a buddy system at the school wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

SITE ORGANIZATION DURING A DECLARED EMERGENCY

Command Post

The Site Manager or designee is the final authority at the school. She must be available for all decisions, information and authority during the time the school is isolated.

Therefore, the Site Manager and Command Post should be housed in a central area, i.e., the front of the school office, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be there.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment team will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the emergency status report and update forms.

COMMAND POST DUTIES AND PERSONNEL

If notified of a declared emergency, OR if the site suffers a severe disaster, the Site Manager shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager shall:

A. Activate alarm – notify staff
B. Activate Command Post and radios
C. Activate emergency team
D. Assess total school situation
E. Make initial site assessment report
F. Check to see that site emergency teams are operating
G. Assign messengers to needed areas
H. Request help from 911 as needed
I. Secure information from emergency team, update status reports
J. Reassign team members to other duties as required when they finish initial assignments
K. Personally check these items:
    a. Is the campus secure
    b. Are utilities off or secure?
    c. Are signs directing adults to release area up?
    d. Are traffic controllers needed?
    e. Is first aide center functioning?
    f. Have buildings been searched for victims?
    g. Is student release program set up and operating?

The Assistant Site Manager shall:

A. Report immediately to the Command Center with:
    a. Master keys
    b. Current roster of students and staff
    c. Emergency forms and documents
    d. Office supplies to assist Site Manager

B. Check the condition of the utilities and connecting pipes if District personnel do not, and turn them off if necessary.
C. Call Revolution Foods and make appropriate changes in distribution of food.
D. Utilize available adult volunteers.

The Site Custodian shall:

A. Check the site completely for:
    a. Fire hazards
    b. Chemical hazards
    c. Electrical hazards
    d. Other hazards
B. Notify the Site Manager of hazards and services needed
C. Barricade hazardous areas using whatever materials handy
D. When site is secure, report to the Command Post for direction
E. Provide emergency sanitation areas if toilets are unavailable

The First Aide Director shall:

A. Report immediately to the identified First Aid station with:
    a. Health / emergency information cards for all students
    b. Emergency first aid supplies and equipment
B. Assist the injured, along with other CPR/First Aid certified staff

ORGANIZATION OF INSTRUCTIONAL STAFF DURING A DECLARED EMERGENCY

Teachers and Teacher Aides shall:

A. Respond immediately to emergency signals requiring specific actions
B. If signal is to leave building, know if signal is for:
    a. Fire evacuation
    b. Disaster evacuation
    c. Chemical spill evacuation

    Evacuate accordingly!
C. When leaving building:
    a. Take roll book or current roster and emergency kit
    b. Require students to be silent in order to hear instructions
    c. Close doors to classroom
    d. Go directly to pre assigned location
D. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of your students.
E. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aid. Students with minor injuries are to be cared for after evacuation.
F. Upon reaching evacuation destination, teachers shall:
    a. Take roll
    b. Make list of missing or absent students

c. Give list to assembly area team members
d. Calm students. Remind them of school policy to remain at school.
e. Monitor warmth and protection of students and move if necessary.

G. If assigned to a Site Emergency Team, transfer your students to buddy teacher to supervise, report immediately to command post for supplies and begin implementation of team responsibilities.
H. Teachers supervising students shall:
    a. Keep track of all students under their care. Note on the roster any who leave, giving reasons, time, and destination.
    b. Remain with students until given authorization to release a student to messenger from the Release Area. No student is to be released without this form. If student chooses to leave without permission, warn him/her of policy and note time, destination and any accompanying students.
I. If student is released to anyone but parent or authorized adult, such as the First Aid center, write student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
J. Enlist the help of any adults who volunteer but make them aware of your responsibility and the limits of theirs.
K. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster.
L. As the time period extends, reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.
M. Report to the Command Post when all students have been released.
N. Report to Site Manager for permission to be released.

ASSEMBLY AREA ASSIGNMENTS WHEN SCHOOL IS EVACUATED

All teachers evacuate with class. Ms. Silva/Ms Brown/Mr.Laxman sets up First Aid station in Room F.

After school directors report to Student Release Area.

RESPONSES TO SPECIFIC EMERGENCIES

These emergencies cover a wide range of possible situations that may occur.

<u>EARTHQUAKE</u>

Earthquakes

A. Warning – little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished.

B. Inside school building

1. The teacher or other person in authority implements action DROP. Face away from windows.
2. Try to avoid glass and falling objects. Move away from under suspended light fixtures.
3. After earthquake stops, implement action LEAVE BUILDING.
    a. Do not return to buildings for any reason until they have been declared safe by school authorities.
    b. Adult guards should be posted at a safe distance from all building entrances to see that no one re-enters the buildings.
4. All site personnel should assemble in pre planned assembly area.
5. Teachers take roll and make list of missing students.
6. Do not light any fires after the earthquake. Turn off main gas valve if district has not done so.
7. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch if district has not.
8. Render first aid if necessary.
9. Call 911 for fire or medical help.
10. Notify San Jose High Principal.
11. Use bullhorn and radio system for in-school contact.
12. Request assistance as needed, from Site Manager.
13. The Site Manager/ Principal will try to procure the advice of district authorities about the safety of the building and whether students and staff may return.

C. On School Grounds:

1. The teacher or other person in authority implements action DROP.
2. The safest place is in the open. Stay there.
3. Do not run !
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on way from school, continue home.

<u>FIRE</u>

A. Warning

1. Fire within the school – Fire Alarm
2. Fire near the school – Visual sighting, messenger, telephone

B. Fire within school building

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm if hasn't already sounded. This will automatically implement action LEAVE BUILDING. Become familiar with the pull box locations.
2. Students remain under direct control of teachers until released.
3. Render first aid as necessary.
4. Notify San Jose Fire at 911.
5. Fight incipient fires without endangering life.
6. Keep access roads open for emergency vehicles
7. Take roll.
8. Notify San Jose High.
9. The Site Manager /Principal will determine what emergency action should be implemented.
10. Students and staff should not return to the buildings until the Fire Department declares the area safe.

C. Fire Near School:

The Principal shall:

1. Determine the need to execute action LEAVE BUILDING if nearby fire poses an immediate threat to the students of the building.
2. Notify San Jose Fire at 911.
3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

EXPLOSION OR THREAT OF EXPLOSION

A. Warning: When the condition is detected or the explosion occurs.

B. In the event of an explosion at school, or the threat of an explosion – such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:

1. Explosion:
    a. Command DROP is given.
    b. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement action LEAVE BUILDING.
    c. Sound the fire alarm.
    d. Move to an area of safety, and maintain control of students.
    e. Render first aid as necessary.
    f. Notify the San Jose Fire Department at 911.
    g. Fight incipient fires with out endangering life.
    h. Take roll.

i. Notify San Jose High
j. Notify utility companies of a break or suspected break.
k. The Principal will direct further action as required.

2. Threat of Explosion
   a. Sound the school fire alarm. This will automatically implement action LEAVE BUILDING.
   b. Follow procedures d, f, I, j and k under Explosion section above.

BOMB THREAT

A. Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95 percent of such threats are hoaxes. However the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so that it can be neutralized.
B. If an anonymous telephone call or written threat is received by the school personnel regarding placement of bombs or explosives in a building or on campus, certain procedures shall be followed immediately.
   1. If the message is a telephone call, collect as much information as possible about the device and the person calling. Upon hanging up, notify Site Manager immediately.
   2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted. Immediately place the message in a cellophane envelope, if possible, so that fingerprints can be detected.
C. The Site Manager shall take appropriate action which shall include:
   1. Determination whether or not to evacuate the site. A minimum of 300 feet away from the building is considered safe.
   2. Notify the San Jose High and City Police Department
   3. Assist Police units with site search as needed.
   4. Write report after incident is over.
D. If a suspected explosive device is found:
   a. Do not touch it!!
   b. Report it to police.
   c. Evacuate all personnel to safe distance.
   d. Open windows and doors to reduce potential damage if device should explode.

CAMPUS UNREST

A. Campus unrest may result in challenge of authority, vandalism, gang activity, etc., to the point where the Principal determines that the safety of students and staff is jeopardized.
B. Responsibilities

Principal

1. Initiate action SECURE BUILDING
2. Notify San Jose High and San Jose City police.
3. Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
4. Utilize non-teaching staff to move students into classrooms or off campus.
5. Instruct staff members to take names of students who fail to cooperate.
6. If time permits, call parents of uncooperative students.
7. Under extreme circumstances, Principals will make decision whether to close the school.

Staff

1. Teachers will maintain classes at the direction of the principal.

DRIVE-BY SHOOTINGS

In the event that a drive-by shooting occurs on or adjacent to Sunrise Middle, these procedures should be followed:

Responsibilities

Principal

1. Initiate Action SECURE BUILDING or Action DUCK, COVER AND HOLD.
2. Immediately call 911
3. Work in coordination with law enforcement officials

Staff

1. In classrooms, maintain Action SECURE BUILDING or Action DUCK, COVER AND HOLD until the all clear signal sounds.
2. In open areas, move students to safer areas, i.e., classrooms, as quickly as possible. Initiate Action DROP only if it is not possible to safely reach an enclosed area.

Note: Staff members who witness the incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

HOSTAGE SITUATIONS

If an intruder enters a classroom or enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities

Principal

1. Immediately notify San Jose Police and other appropriate law enforcement agencies.
2. Initiate Action SECURE BUILDING
3. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
4. Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

1. Remain calm. Talk with the individual in a low key, non-threatening manner. Do not argue with or antagonize the individual in any way.
2. Keep your distance. Give the intruder ample space.
3. Do not attempt to deceive or threaten the intruder.
4. Do not "but into" the delusions of the intruder.
5. Suggest marching the students quietly out a backdoor if there is one. Back off if this approach angers the intruder.
6. Be constantly alert and prepared for violence. Initiate action DUCK AND COVER if the intruder opens fire.

Tips for handling hostage takers:

Note: If the school becomes involved in a hostage situation the primary concern must be the safety of the students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual begins firing a weapon on campus, the following actions will be taken:

Principal

1. Inform staff supervising students in classrooms to initiate action DUCK, COVER AND HOLD.
2. Immediately notify San Jose High and San Jose Police
3. Work in coordination with law enforcement until situation is resolved.
4. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary to do so.

Staff

1. In classrooms, maintain action DUCK, COVER AND HOLD until the situation is resolved.
2. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DROP; this should be done only when there is no chance for students to reach safer areas.

LOCATION OF EMERGENCY SUPPLIES AND EQUIPMENT

First Aid Supplies: Office and classrooms

Emergency Water: Office

Emergency Food: Cafeteria

Bullhorn: Principal's Office

Radios: Front Office

Tools: Front Office

ADDITIONAL HEALTH AND SAFETY CONCERNS

(Per CDE directive Feb. 24, 2016)

STUDENT MENTAL HEALTH

Sunrise works with several contracted counselors and the Alum Rock Counseling Center to bring group and individual counseling to its students. About 20 percent of the student population is receiving counseling services. The school principal is a licensed school counselor and handles emergency situations in conjunction with the ARCC emergency response team. The school principal/lead counselor, in conjunction with teachers and other staff, makes the referrals for counseling.

BULLYING AND CYBER BULLYING

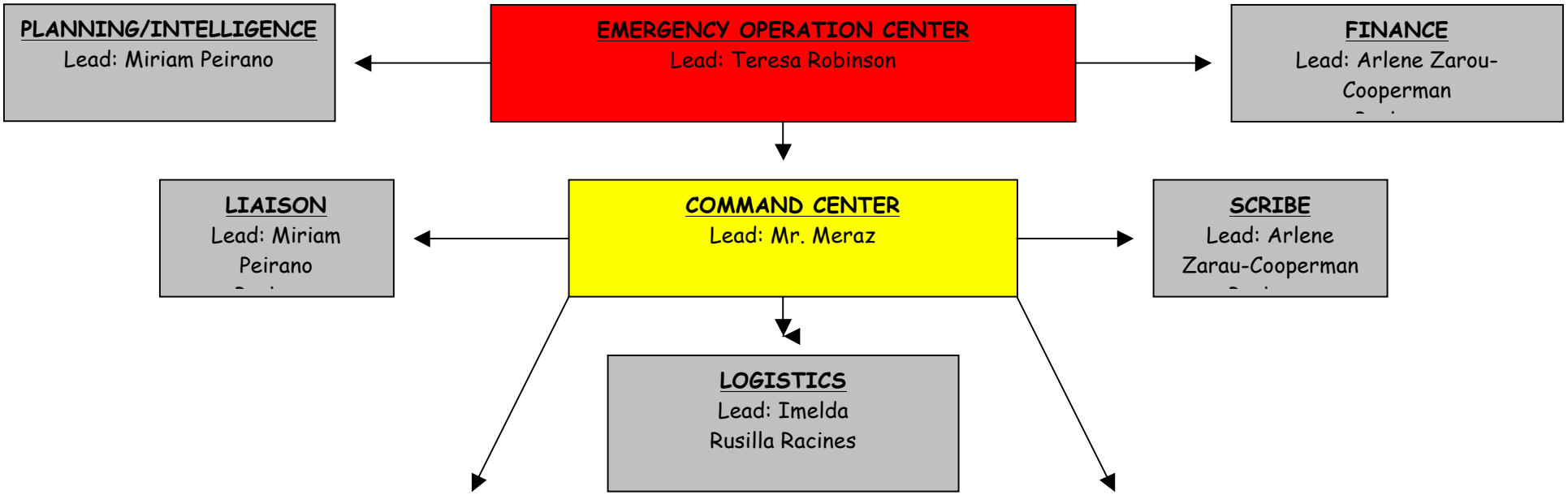
Sunrise Middle takes a strong stance against any type of bullying or cyber bullying. Students are made to feel comfortable reporting these incidents to the principal, office staff and teachers. These incidents are treated as seriously as any other school issue, such as graffiti, theft, defiance, sexual harassment, violence, etc. Sunrise recognizes that bullying and cyber bullying can be as harmful and damaging as use of physical force, and therefore, such incidents may result in suspension or in-house suspension. The student involved may not return to the classroom until the issue has been fully resolved through peer conflict resolution and/or restorative justice practices.

SCHOOL CLIMATE

Sunrise maintains a positive “second home” atmosphere at the school so that students may feel safe and ready to learn. This atmosphere is achieved through the small class size, daily meditation, first period advisories, conflict resolution, counseling, restorative justice measures, friendly and caring staff, etc.

The students’ families are included in this positive and friendly school climate. We have an open door policy. Parents are urged to help out at the school and to visit often. We have monthly school-wide parent meetings and biannual individual parent meetings.

CRISIS RESPONSE PROCEDURE FLOW CHART SUNRISE MIDDLE SCHOOL



OPERATIONS: THE DOERS

SEARCH AND RESCUE	FIRST AIDE AND CPR CERTIFIED	STUDENT STAFF ACCOUNTING	PARENT COMMUNICATION CENTER	CAMPUS SITE SECURITY
***S&R Bags** Lead: Boretz Back-up: Mr. Ahn, Mr. Reynoso	***First Response Bags** Lead: Ms. Silva Back-up: Ms. Brown Mr. Laxman CURRENT CERTIFIED	Lead: Mrs. Kara Back-up: Ms. Peabody	Lead: Mrs. Alvarez Back-up: Mr. Campos	Lead: Davis Back-up: Mr. Avila , Mrs. Ellis

APPENDIX H – THE BYLAWS FOR ESCUELA XOCHITL TONATIUH, INC., D.B.A. SUNRISE MIDDLE SCHOOL

And

ARTICLES OF INCORPORATION

And

ORGANIZATIONAL CHART

THE BYLAWS FOR

ESCUELA XOCHITL TONATIUH, INC.

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located at 24920 Loma Prieta Avenue, Los Gatos, California, 95033, in Santa Clara County.

SECTION 2. CHANGE OF ADDRESS

The board of directors may change the principal office from one location to another. Such changes of address shall not be deemed an amendment of these bylaws.

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

The primary objectives and purposes of this corporation shall be to monitor, guide, direct and promote Escuela Xochitl Tonatiuh, a California public school.

SECTION 2. NONDISCRIMINATORY POLICY STATEMENT

The corporation does not discriminate on the basis of race, color, national or ethnic origin in the administration of its objectives and purposes.

ARTICLE 3
DIRECTORS

SECTION 1. NUMBER

The corporation shall have not less than five (5) or more than eleven (11) directors, until changed by a duly adopted amendment to these bylaws, and collectively they shall be known as the board of directors. The number of directors shall be set within these limits from time to time by approval of the board of directors.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the articles of incorporation and bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the board of directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation of this corporation, or by these bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and key employees of the corporation;

(c) Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these bylaws; and

(e) Register their addresses with the secretary of the corporation. Notices of meetings mailed to them at such addresses shall be valid notices.

SECTION 4. TERMS OF OFFICE

The term of office of all members of the initial board of directors shall end on June 30, 2011. At that time, the board shall initiate staggered terms for its members by assigning its membership to one-, two- or three-year terms. Following the expiration of those designated terms, the term of each director shall continue for three years. It shall therefore be the goal of the board of directors to have no more than one-third of its members subject to renewal in any one year.

SECTION 5. COMPENSATION

Directors shall serve without compensation. However, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these bylaws, persons serving on the board shall not be interested persons. For purposes of this Section, "interested persons" means either:

(a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise; or (b) Any brother, sister, ancestor,

descendant, spouse, or other relative of any such person; or (c) Any person holding a disqualifying financial interest as set forth in Government Code 1090 *et seq.*

SECTION 7. REQUIREMENTS OF MEETINGS.

Notwithstanding any other requirements contained in these bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of California's Ralph M. Brown Act.

SECTION 8. PLACE OF MEETINGS

Meetings will be held at the school, once established. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so long as all directors participating in such meeting can speak to and hear one another. Meetings shall not be conducted via electronic mail or other media where all directors cannot simultaneously hear one another.

SECTION 9. REGULAR AND ANNUAL MEETINGS

Regular meetings of directors shall be held once every month, according to Board vote in November 2014.

If this corporation makes no provision for members, then, at the annual meeting of directors, to be held in May, directors shall be elected by the board of directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote, with voting being by secret ballot only.

Directors may be elected at any meeting of the board of directors to fill vacancies or to add to the number of directors within the limits of these bylaws.

SECTION 10. SPECIAL MEETINGS

Special meetings of the board of directors may be called by any officer or by any two (2) directors, and such meetings shall be held at the place designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

SECTION 11. NOTICE OF MEETINGS

Regular meetings of the board may be held without special notice. Special meetings of the board shall be held upon four (4) days' notice by first-class mail or forty-eight (48) hours' notice delivered personally or by telephone. If sent by mail, the notice shall be deemed to be delivered on its deposit in the mails. Such notices shall be addressed to each director at his or her address as shown on the books of the corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or

special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

SECTION 12. CONTENTS OF NOTICE

Notice of meetings not herein dispensed with shall specify the place, day, and hour of the meeting. The purpose of any board meeting need not be specified in the notice.

SECTION 13. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 14. QUORUM FOR MEETINGS

A quorum shall consist of a simple majority of the directors.

Except as otherwise provided in these bylaws or in the articles of incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the president shall entertain at such meeting is a motion to adjourn.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this article.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

SECTION 15. MAJORITY ACTION AS BOARD ACTION

The actions done and decisions made by a majority of the directors present at a meeting duly held at which a quorum is present are the actions and decisions of the board, except for purposes of electing, appointing and discharging directors and key employees, appointing committees and delegating authority thereto, approving contracts or transactions in which a director has a material financial interest, or indemnifying

directors. In these cases, the action of a majority of the directors then in office is required by the California Nonprofit Public Benefit Corporation Law and/or these bylaws.

SECTION 16. CONDUCT OF MEETINGS

Meetings of the board of directors shall be presided over by the chair, or, if no such person has been so designated, or, in his or her absence, by the vice chair or, in the absence of these persons, by any director chosen by a majority of the directors present at the meeting. The secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting. The secretary of the corporation may delegate the actual taking of minutes to any person, as long as the secretary reviews and the board later approves such minutes taken by any other such person.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these bylaws, with the articles of incorporation of this corporation, or with provisions of law.

SECTION 17. VACANCIES

Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

The board of directors may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 or the California Nonprofit Public Benefit Corporation Law.

Directors, except for the representative of the chartering agency, may be removed without cause by a majority of the directors then in office.

Any director may resign effective upon giving written notice to the chair, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the attorney general.

Vacancies on the board may be filled by approval of the board. A person elected to fill a vacancy as provided by this section shall be deemed to be a new director and shall hold office until the expiration of the term for which the director was elected or a successor has been elected and qualified.

SECTION 18. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

To the extent that a person who is, or was, a director, officer, employee, or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue, or matter, therein, such person shall be

indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements, and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 19. INSURANCE FOR CORPORATE AGENTS

The board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 4
OFFICERS

SECTION 1. OFFICERS

The officers of the corporation shall be a chairperson, a vice chairperson, a secretary, a chief financial officer, a president or chief administrative officer, and such other officers with such titles and duties as the board of directors may determine. Any two or more offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any qualified person may serve as an officer of this corporation. Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns, is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The board of directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the board of directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the president or secretary of the corporation. Any such resignation shall

take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of president, such vacancy may be filled temporarily by appointment by the president until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The president shall be the general manager and chief executive officer of the corporation and, subject to the control of the board of directors, shall supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. He or she shall preside at meetings of the board of directors.

SECTION 7. DUTIES OF CHAIRPERSON AND VICE CHAIRPERSON

The chairperson shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

In the absence of the chairperson, or in the event of his or her inability or refusal to act, the vice chairperson shall perform all of his or her duties, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chairperson.

SECTION 8. DUTIES OF SECRETARY

The secretary shall:

(a) Certify and keep at the principal office of the corporation the original or a copy of these bylaws as amended or otherwise altered to date;

(b) Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;

(c) See that all notices are duly given in accordance with the provisions of these bylaws or as required by law;

(d) Be custodian of the records of the corporation;

(e) Keep at the principal office of the corporation a membership book containing the name and address of each and any member. In the case where any membership has been terminated, the secretary shall record such fact in the membership book together with the date on which such membership ceased;

(f) Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the bylaws, the membership book, and the minutes of the proceedings of the board of directors; and

(g) Perform such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

SECTION 9. DUTIES OF CHIEF FINANCIAL OFFICER

Subject to the provisions of these bylaws relating to the "Execution of Instruments, Deposits, and Funds," the chief financial officer shall:

(a) Be responsible for all functions and duties of a treasurer of the corporation;

(b) Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors;

(c) Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever;

(d) Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements;

(e) Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(f) Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor;

(g) Render to the president and directors, whenever requested, an account of any or all of his or her transactions as chief financial officer and of the financial condition of the corporation;

(h) Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports; and

(j) Perform such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

ARTICLE 5
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE OF THE BOARD

The board of directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an executive committee of the board and delegate to such committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

(a) The approval of any action which, under law or the provisions of these bylaws, requires the approval of the members or of a majority of all of the members;

(b) The filling of vacancies on the board or on any committee that has the authority of the board;

(c) The fixing of compensation of the directors for serving on the board or on any committee;

(d) The amendment or repeal of bylaws or the adoption of new bylaws;

(e) The amendment or repeal of any resolution of the board which by its express terms is not so amendable or subject to repeal;

(f) The appointment of committees of the board or the members thereof; and

(g) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease – but not below two (2) – the number of its members, and fill vacancies therein from the members of the board.

The committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity only to the board and shall be clearly titled as "advisory" committees.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the board of directors or by the committee. The time for special meetings of committees may also be fixed by the board of directors. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

ARTICLE 6
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The board of directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the board of directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the president or chief financial officer. The board of directors may require that payments above certain amounts be signed by two officers.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

SECTION 4. GIFTS

The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 7
CORPORATE RECORDS, REPORTS, AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses; and

(c) A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The board of directors may adopt, use, and alter a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and to inspect the physical properties of the corporation.

SECTION 4. ANNUAL REPORT

The board shall cause an annual report to be furnished, not later than one hundred and twenty (120) days after the close of the corporation's fiscal year, to all directors of the corporation and, if this corporation has members, to any member who requests it in writing. This report shall contain the following information in appropriate detail:

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

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue and receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

ARTICLE 8
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE 9
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Except as otherwise provided by law, these bylaws, or any of them, may be altered, amended or repealed, and the new bylaws adopted by a vote of two-thirds of the directors seated in office.

ARTICLE 10
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by approval of two-thirds of the seated members of the board of directors.

ARTICLE 11

PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation. This provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these bylaws and is fixed by resolution of the board of directors. No such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution of the affairs of the corporation, whether voluntarily or involuntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed

to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

CERTIFICATE OF SECRETARY

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named above and that such bylaws were duly adopted by the board of directors of said corporation.

Dated: September 9, 2009

Leonard Daughenbaugh, Secretary

Amended: January 13, 2010

Amended: March 10, 2010

Amended: February 12, 2011

Amended: February 23, 2011

Amended: November 12, 2014

Marilyn Pimentel, Secretary

3220984

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUL 30 2009

Debra Bowen

DEBRA BOWEN
Secretary of State

3220984

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 20 2009

ARTICLES OF INCORPORATION

OF

ESCUELA XOCHITL TONATIUH, INC.

The undersigned Incorporator hereby executes the following Articles of Incorporation for the purpose of forming a corporation under the Nonprofit Public Benefit Corporation Law of the State of California:

ARTICLE I

The name of the corporation is: **Escuela Xochitl Tonatiuh, Inc.**

ARTICLE II

A. The corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of this corporation is to establish and operate a public charter school that provides free education to students in middle school. The school being established is Escuela Xochitl Tonatiuh.

ARTICLE III

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

Teresa Robinson
24920 Loma Prieta Ave.
Los Gatos, CA 95033

ARTICLE IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in any political campaign

(including the publishing or distribution of statements) on behalf of any candidate for public office.

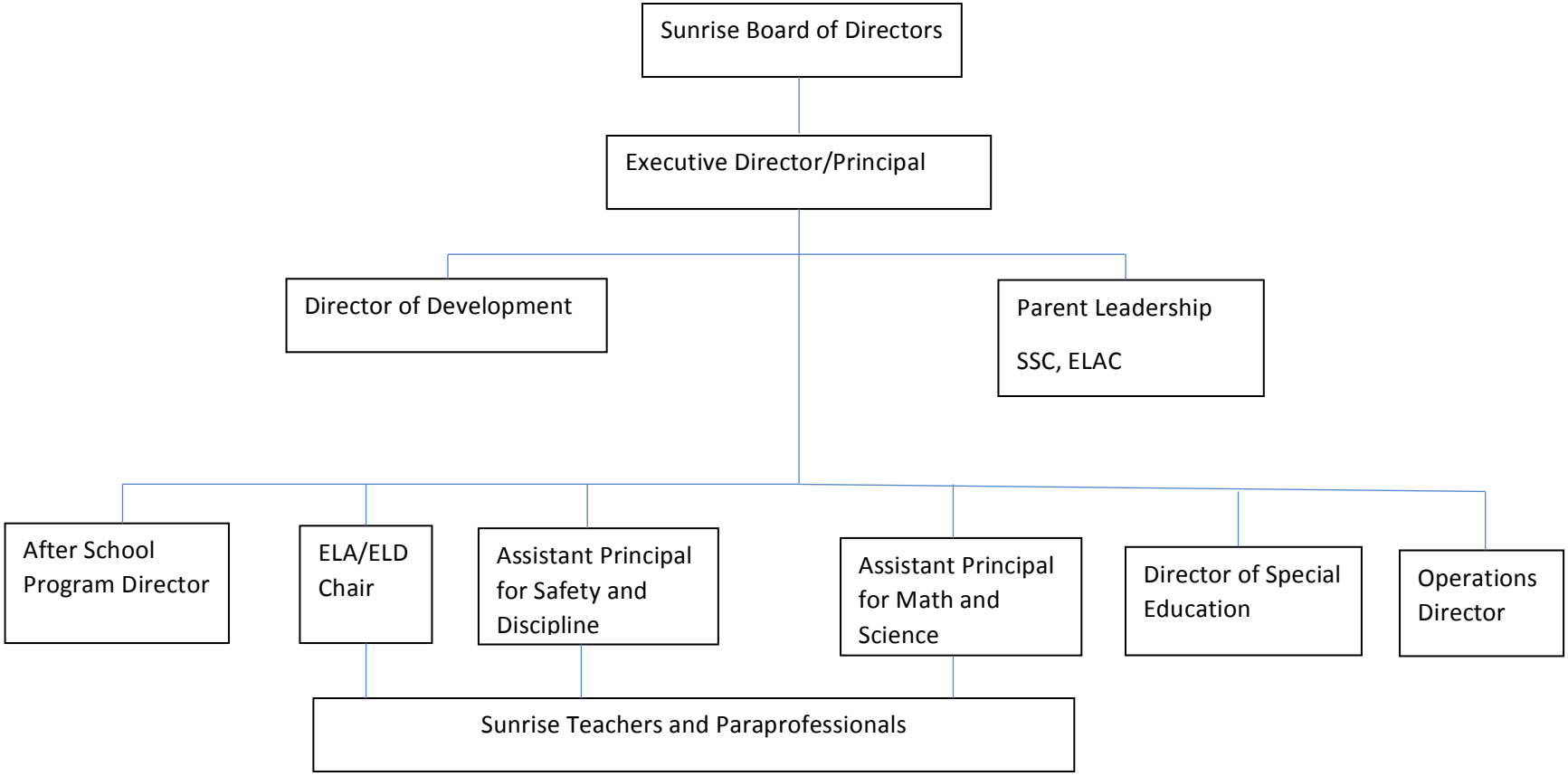
ARTICLE V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3).

IN WITNESS WHEREOF, the undersigned Incorporator has executed the foregoing Articles of Incorporation on July 4, 2009.

Teresa Robinson
Incorporator

SUNRISE MIDDLE SCHOOL ORGANIZATIONAL CHART



APPENDIX I – 2018-2019 SCHOOL YEAR CALENDAR

AND

MASTER SCHEDULE / BELL SCHEDULE

SUNRISE MIDDLE SCHOOL | 2018-2019 CALENDAR

15 1st day of class

AUGUST '18

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	***15***	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Labor Day

SEPTEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1 to 5 Fall Recess

OCTOBER '18

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 Veterans Day
21 Minimum day- ends at 1:30pm
22-23 Thanksgiving Day

NOVEMBER '18

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

24 to 7 New Years Recess

DECEMBER '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Teacher work day -no classes
21 M.L. King Day

JANUARY '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 to 22 Winter Recess

MARCH '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL '19

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8 to 12 Spring Recess

MAY '19

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial's Day

JUNE '19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 Last day of school Minimum Day ends at 1:30pm
7 8th Grade Promotion Ceremony

SUNRISE MIDDLE SCHOOL
1149 E. JULIAN ST
SAN JOSE CA 95116
TEL:408-659-4785
FAX:408-297-2031
WWW.SUNRISEMIDDLE.ORG

School Calendar Template © calendarlabs.com

monday/friday	8-1	8 C	8-2	7-1	7 C	7-2	6-1	6 C	6-2
p1: 8-9	english 3	learning lab	science	PBL	math2	english1	english2	math1	pe
p2: 9-10	english3	science	PBL	pe	math2	english1	english2	math1	history
10-10:20 Brunch									
p3: 10:20-11:20	PBL	math3	english3	math2	english 1	history	learning lab	pe	english2
p4: 11:20-12:20	pe	math3	english3	science	PE	learning lab	math1	history	english2
12:20-1 Lunch									
p5: 1:00-2:00	math3	english3	pe	english1	science	math2	pe	learning lab	PBL
p6: 2:00-3:00	history	pe	math3	english1	PBL	pe	science	english2	math1
Tues/Thurs	8-1	8-C	8-2	7-1	7C	7-2	6-1	6-C	6-2
p1: 8-9	math3	english3	learning lab	math2	history	english1	math1	pe	science
p2: 9-10	math3	english3	history	math2	pe	PBL	math1	science	learning lab
10-10:20 brunch									
p3: 10:20-11:20	pe	pe	english3	history	english1	math2	PBL	english2	math 1
p4: 11:20-12:20	science	math3	pe	pe	english1	math2	history	english2	math1
12:20-1 lunch									
p5: 1:00-2:00	english3	PBL	math3	english1	math2	Science with Pamela	pe	math 1	english2
p6: 2:00-3:00	learning lab	history	math3	learning lab	learning lab	pe	english2	PBL	pe
Wednesday	8-1	8-C	8-2	7-1	7-C	7-2	6-1	6-c	6-2
P1 8-850	english3	math3	science	english1	math2	pe	history	english2	math1
P2 850-940	english3	math3	science	english1	math2	history	pe	english2	math1
940-10 brunch									
P3 10-1050	science	english3	math3	pe	english1	math2	math1	history	english2
P4 1050-1140	science	english3	math3	history	english1	math2	math1	pe	english2
1140-1220 lunch									
P5 1220 - 110	math3	science	english3	math2	history	english1	english2	math1	pe
P6 110 - 2	math3	science	english3	math2	pe	english1	english2	math1	history

APPENDIX J – SAN LEANDRO-BASED PEACEMAKERS PROGRAM'S TRAINING FOR OUR YOUTH MENTOR

We Are

Peacemakers, Inc.

"Providing the Right Service, for the Right Youth & Families, at the Right Time"

Executive Summary

In decreasing the achievement gap of children of color — especially African American children — there is a need in urban schools for community partnerships that promote and support student well-being and a climate for the academic achievement of African American students beginning in elementary school, then continuing through middle school and into high school.

The problems in our schools are a combination of issues. To address these problems the entire school community must have support. The theoretical framework needed is best described in the saying, *"It takes a village to raise a child."* It takes parents, schools, the community and a healthy student body, to develop children who possess a positive identity of themselves. When children possess this positive identity, and have the support of the "Village", they develop self confidence, and self–competence. It takes parents, schools, students and our commu-nities to model positive values, beliefs, and interpersonal skills as we engage our youth.

Peacemakers, Inc. is a diverse community-based organization committed to creating a healthy school environment that is conducive to learning. Currently we are operating in schools in WCCSD. Our work creates a climate for teachers to teach, administrators to support their staffs, parents to support their children, and children to feel supported and secure. We work with students, teachers, administrators, staff and parents as mentors to impede early delinquency, violence, disruptive student misbehavior, and low self-esteem issues that negatively impact academic achievement. We continue this verifiably constructive impact of those services from elementary school, through middle and high school.

For fifteen years Mr. Hank Roberts, who is the founder of Peacemakers, Inc., has familiarized himself, and Peace-makers' staff members, with the struggles of poverty through direct involvement. Despite growing up in St. Louis, MO, and parents with only a 6th grade education — Hank has aquired a Ph.D. in Love. The Peacemakers' founder was a first generation college graduate and, subsequent to his own post education success, 14 family members successfully graduated from college. In fact, several have advanced Master and Ph.D. degrees. Thus, Mr. Roberts clearly understands the challenges our students are facing as first generation college students.

However, our greatest resource in supporting the work we have done in our schools, and in our communities are our community role model mentors, concerned community members and retired business owners supporting the idea that, truly — *"It Takes a Village..."*

Why Peacemakers, Inc?

Peacemakers Inc. mentors and volunteers offer resistance to our youth overcoming many of their obstacles. The majority of our staff is gender and ethnically diverse. who live or have lived in the same neighborhood — many with the same experiences and challenges — as our mentees. This reinforces the positive presence of local role models and constant accessibility to strengthening the mentor/mentee relationship both at school and in our communities. Our staff is skilled in teaching our minority males how to "Code Switch." Unlike most service providers, Peacemakers, Inc. staff is recruited, trained, and hired locally. This recycling system of support not only provides jobs to our local economy, unequivocally, is the cornerstone to our success. Our Peacemakers have a wealth of street sense, generally hold 2-4 year degrees, or higher, in formal education, complemented with Master and Ph.D. Certification in CULTURAL EXPERIENCE. Our tenure average is about 5 years and we represent competency at the elementary, middle and high school levels. Peacemakers, Inc. mentors are skilled in relating to the children, families and the community-at-large. Also, our parent mentors known as Parent Advocates are a vital priceless resource in helping inexperienced parents navigate through their challenges.

All are required to complete the Live Scan which checks their criminal records and one must undergo 4 month probationary period. A minimal of 24 hours of orientation plus formal training which include the following topics: Cultural Sensitivity, Forgiveness, Spiritual Warfare, and Power of Mentoring — all are essential in assisting the applicant in becoming a successful mentor. The mentors are recruited from local churches, higher learning institutions such as Contra Costa Community College and area University of California, and State of California University campuses as well as city sports programs and senior citizen organizations.

Peacemakers, Inc.

Across the nation, statistics indicate current and potential first generation college students whose parents highest level of education is less than an associate degree — 2 years college — require the most help to graduate from high school and accessing/succeeding in post-secondary education.

Nearly one third of today's undergraduate students are first generation. First generation students are more likely to be low-income, come from minority backgrounds, be non-native English speakers, single parents and financially independent from their parents. Research shows these factors limit students chances of persisting to graduate from college. Hence, low income, first generation college students are more likely — 26% vs. 7% — to leave after just one year of higher education in comparison to their peers with neither risk factor. Unfairly, only 11% of this risk group persist in their pursuit of higher education and earn Bachelor degrees compared to 55% of their peers without risk factors. Eleven percent is a dismal rate of bachelor college degree attainment at a time when it is increasingly imperative to earn a post-secondary degree in order to find and maintain gainful employment and any reasonable quality of life. (*Grad Nation, November 1, 2012*).

Barriers to Success

1. Finance

Low income, first generation college students' parents lack money, and resources, to assist with the initial first year cost of post graduate education. In fact, college is becoming more expensive for students who have the most financial needs. Low income, first generation college students receive only slightly more financial aid than their peer despite having greater financial needs.

2. Academics

A high percentage of first generation college students need remedial classes upon entrance into a public secondary college. Students who take remedial classes often lack the resiliency to obtain their college degree. (*Grad Nation, November 1, 2012*) Unfortunately, these academic problems begin before secondary education. Data from the National Assessment of Education Progress (NAEP) shows, that by the time students of color, which includes the first generation potential college student, reaches the 12th grade their reading test scores are about 4 years behind their no risk counterparts, which are typically white and Asia descendants. Other indicators that impact academic achievement include poor attendance, unacceptable social behavior, lack of parental participation, and suspensions. Educational researcher Hedy Chang, in a study called, *Present, Engaged, Accounted For*, stated that poor children, who are chronically absent in kindergarten, provide an indicator of their lowest academic achievement by the fifth grade. Certainly, these are factors that impede the first generation college student. (*Chang, 2008*)

3. College Culture

Research has shown that first generation college students are less likely to engage in academic and social experiences in college such as academic groups, extra curriculum activities and support services which are vital in learning how to navigation through the post-secondary education maze. (*Grad Nation, 2012*)

4. Mentors

Most first generation college students have no one, nor a network, to contact for questions, or challenging situations. Regular contact with a successful first generation college graduate could determine their success or failure. (*PM 2008*).

Solutions • Recommendation:

1. Richmond Promise Scholarship Program

2. Peacemakers, Inc. • School Day Mentoring Model

Best Practice

A sustained close developmental relationship between an older more experienced individual and a younger person with the goal of building character and promoting positive healthy youth development has been shown to reduce violence and drug use, increase school attendance, as well as healthy performance and build healthy social relationships. A mentor can be an adult, a post-secondary school student or secondary student (*Grossman, Garry, 1997*).

Peacemakers, Inc. illustrates best practices in youth mentoring identified by the Office of Juvenile Justice and Delinquency Prevention. Our school based model creates a high level of mentor/mentee contact. Peacemakers mentors are interactive on an exceptionally high level of contact with mentees and students-at-large, due to the fact that our mentors are in the school with the youth not only on a daily basis but also we are visible mentoring in the classroom, cafeteria, playground, hallways and wherever prevention/intervention is needed throughout the school.

Peacemakers mentors also develop/build a bond of close interpersonal relationships with identified mentees. We meet once a week, or as needed, to discuss personal needs, academics, and behaviorial concerns. As well, we set goals and objectives with rewards for achievement — certificates for attendance, movie passes, clothing gift cards, etc. Serving as a Peacemakers' mentor on a school site is invaluable. We are in a position to aid a population of youth who maybe experiencing difficulties at home, including those whose parents are unable to involve them in mentoring. School personnel can refer students who traditionally are least likely to receive support as a result. Families living in neighborhoods plagued with alcohol, drugs, high crime, poverty, divorce, single parents, teen pregnancy heighten psychological, emotional stresses and other plauges of impoverished areas, have a life line to improvement through Peacemakers' involvement.

Peacemakers' mentors serve as the vital connection that engages and assures school services for identified students who need support. Our staff is in close consultation with school principals and administrators, teachers, counselors, psychologists, other staff members, as well as outside resources, to galvanize individual solutions for the student and also the family.

Peacemakers' school-based model helps foster academic improvement by linking mentors to school settings and making education a most important component of the mentoring relationship. Most importantly, Peacemakers' mentors sets a foundation conducive for all students to excel in academic achievement. Our mentors are visable throughout the school and constantly engage in mentoring, prevention and intervention of youth conflicts and situations. This creates a safer, more calm environment for all students in their respective schools, and quite possibly, extended into their homes.

Best Practice

The academic outcomes for urban youth in Oakland, and throughout the nation, are totally unacceptable. Urban and impoverished youth continue to score significantly below their white counterparts in Math and English Language Arts. For example, according to Urban Strategies Council, in 2009, only 9% of African American male 8th graders were proficient or higher in reading on the National Assessment of Educational Progress and black male students are nearly twice as likely to drop out of high school as their white counterparts (*Urban Strategies Council, 2011*). Research shows that certain indicators like low attendance rates and high suspension rates have a direct correlation with academic outcomes. In addition, research data on chronic absenteeism exemplifies the relationship between high absenteeism and low academic achievement. Hedy Chang in *Present, Engaged and Accounted For* states, "Among poor children, chronic absence in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade" (p.3). According to Chang's research, families who are poor usually lack the resources and capital to make sure that lost time from absences are made up.

Around the nation, parents, educators, and government agencies are working hard to resolve this dilemma of academic underachievement. The academic outcomes of urban and poor youth can be greatly improved if support is provided to improve their attendance and lower their rate of absenteeism. Likewise, urban youth must begin to believe that the legacy and paradigm of underachievement can shift with support and hard work. Peacemakers, Inc. has created a unique mentoring and support program that addresses these issues which often prevent urban youth from achieving their full potential.

Peacemakers, Inc. is committed to creating a school climate that is conducive to learning. Our work creates a climate for teachers to teach, administrators to support staff, parents to support their children and children to feel supported and secure. We work with students, teachers, administrators, staff and parents as mentors to end student misbehavior and low self esteem that negatively impact academic achievement. Research regarding self esteem suggests that "students with low levels of academic achievement protect their self-esteem by attaching importance to a group culture that contradicts that of the school and in which they value anti-school behavior and attitudes" (*Alves-Martin, Peixoto, Gouveia-Pereira, Amaral, & Pedro, p. 53, 2002*). Peacemakers' mentors, staff and programming deliberately shift this negative archetype and help students and families develop positive habits that support academic success and instill self confidence.

Need

Many of our first generation college students face myriad of challenges such as living in single parent homes — often, mother — witnessing domestic violence, kinship and foster care group homes, or shelters. Despite the presence of intelligence needed many display anti-social behavior that function as impediments to school success. These students, often associated with poor deleterious neighborhoods, high in juvenile crime, murder rates and insufficient connectedness — are associated with multiple youth development and programs throughout the city. When healthy role models are absent, as well as violence, families develop disruption in the child's home. Youth find role models in disengaged older peers — opportunity youth — incarcerated adults, and gang leaders. The influence of these unhealthy role models will likely cause our young brothers, and/or sisters, to exhibit antisocial, emotional psychological and or learning difficulties.

Best Practice

Current research about the correlation between chronic absenteeism and academic achievement suggests that when families are able to discuss problems around attendance with specific school staff contact,s chronic absenteeism decreases and academic outcomes increase. (*Chang & Romero, 2008*)

Method

Peacemakers, Inc. is a distinctive, full day, school-based mentoring organization, established in 2000. We evolved from a youth soccer program in the economically distressed East Oakland area. Peacemakers, Inc. developed a culturally responsive model that collaborates with children and their families, and academic school support personnel to provide individualized as well as group mentoring in support of positive behavior and increase academic performance. The Peacemakers, Inc. Twenty-first Century mentoring methodology reaches children who really need mentoring but are often not served by traditional mentoring organizations. Many of the students are from low income families, minority background, and single parent households. These children represent a plethora of challenges ranging from poor attendance, unacceptable social behavior, suspensions, low academic achievement, and lack of parent support. Highly probable that many first generation potential college students that Peacemakers serve, will be faced with many of the needs mentioned above. Ironically, these needs mirror similar family profiles stated earlier. (*Grand Nation research study Nov. 2012*)

The study also stated that by the 12th grade many first generation college students reading test score are 4 years behind their white and Asian counterparts. Thus upon entrance into public secondary college, many need remedial classes which maybe a key factor why 26% dropout after the first year and only 11% persist to earn a Bachelor Degree. Peacemakers, Inc. from its inception has always served the greatest needs students K-12 grade. Peacemakers, Inc. 20 years of experience, culturally competent staff and successful track record is the right blend to meet the needs of the students and families incorporated in first generation college students. Clinical studies continue to validate the "more time the mentor spends with the mentee. the greater the probability for positive behavior change." (*DOJ Grossman Sept. 1998*).

Unquestionably, Peacemakers, Inc. mentoring model is right design to successfully serve first generation college students. Peacemakers are on campus daily from 8:00 AM – 3:00 PM.

Selection Process:

In partnership with the Richmond Promise, and the West Contra Costa School District, Peacemakers, Inc. will pilot an innovative mentoring program specifically tailored to generate successful outcomes involving first generation college students and families implementing the following protocol:

1st Objective:

Establish an agreement including the Richmond Promise, the Richmond School District and Peacemakers, Inc. to implement the pilot.

2nd Objective:

Select elementary, middle and high school in the Richmond School District that have first generation population profile which are Stege elementary, Dejuan Middle and Kennedy high school. These are feeder schools — the Peacemakers, Inc. pilot design.

3rd Objective:

Introduce the pilot to respective principals. Seek their support in identifying 6 students from each school — 18 total — who represent the first generation student profile.

4th Objective:

Introduce pilot to first generation parents; establish an agreement.

5th Objective::

Introduce pilot to teachers and staff at respective schools.

Caseload Management Services (First Generation College Student)

Attendance:

We are on campus every day. Therefore, we check attendance daily. When a Student is absent Peacemakers, Inc. will immediately follow-up and call home. If necessary, we conduct a home visit to insure the child is in school. Home visits also allows Peacemakers the opportunity to determine if other family services are needed. Daily attendance and involvement are primary keys to increasing academic success.

Collaboration:

Peacemakers are on campus all day — everyday. Peacemakers' active involvement allows more immediate interaction with ctitical decisions made with each person directly involved with first generation students. This important daily collaboration is necessary to get the desired result of changing a student's thinking, direction and self worth:

1. Parent

Peacemakers daily involvement at school — and/or at home — provides needed communication with parents to insure constant awareness of critical developments, in and/or out of the classroom. Peacemakers collaborative effort with parents, students and schools is a team effort that strengthens parents knowledge of students' day-to-day activities and builds relationships, all-the-while building towards advance learning and higher education.

2. Teacher

Peacemakers daily campus presence creates an ongoing dialogue with teachers regarding the needs and/or challenges first generation students face. Our daily presence allows Peacemakers to conveniently meet with educators during lunch breaks, recess, after school etc.— their most convenient times — to stay immediately abreast of student needs, progress or issues.

Classroom

In partnership with teachers Peacemakers are strategically placed in the classroom during specific times of day, i.e., during math to assist first generation students assigned to the Peacemakers caseload with their academic achievement. Additionally, Peacemakers' mentors can provide additional assessments and insights to student behavior, actions and logic.

3. Parent/Teacher

Peacemakers' liaison role between parent, student and teacher builds TRUST between all parties. Peacemakers' establishs a harmonious relationship between these two key adults to determine how we can work together to improve each child's educational achievement potential and decrease behaviorial issues.

4. Counselor

Student plans are devoloped with Peacemakers' counselors. Weekly check-in meetings with counselors strengthen our collective efforts. Dialogue concerning best practices supports the implementation of our unique wraparound partnerships. These ongoing conversations achieve favorable outcomes for our students as plans are executied and realized. It also allows our mentors to address concerns quickly, if urgent matters need resolution. Our quick responses also exchange immediate positive reinforcement to quality actions.

Caseload Management Services (First Generation College Student)

5. Principal:

Weekly check-in meetings with principals share progress reports, concerns, and challenges. However, Peacemakers are available at any time during the day to assist principals in maintaining student agendas and resolving urgent matters pertaining to Tier 2 students.

6. Home Visits:

The Peacemakers live, or grew up in, similar neighborhoods compared to first generation families. There is a comfort zone in sharing information with Peacemakers' mentors during home visits without feeling intimidated or uncomfortable. Sometimes there is quite the contrast when other agencies visit families. The ultimate goal of home visits is, not only to address concerns regarding first generation students, but also to determine the needs of the family, i.e., food, clothing, medical, general living conditions, and safety needs, etc. Once these areas of basic need are more accurately assessed, Peacemakers can direct families to resources that are Free or available to our underserved communities.

7. First Generation Mentoring Network:

First Generation students generally have no one — or a network — to contact for advise or guidance in challenging situations. The goal of the First Generation Mentoring Network is to connect first generation alumni mentors with first generation mentees to establish peer-to-peer mentoring. This mentoring support network is an important key in building confidence, as well as addressing student issues and concerns, which are critical in achieving success. Our mentoring process is outlined below:

8. Peacemakers Mentoring Model (See Chart)

9. Staff:

Cultural competency is the key to implementation. Peacemakers have experienced many of the challenges our students and families are facing, live, or have lived, in the same neighborhoods and represent ethnic transparency. Our school day staff is gender diverse, with a mainstay of African American and Hispanic males. Our diverse volunteer support includes Asian, African, South American, European, and Middle Eastern cultured team members. Finally, we have personnel and volunteers who are first generation college graduates.

10. Training

Our staff is trained by our Board Vice Chair, who is a licensed School Psychologist, and our Data Analyst, who holds a Ph.D. in Social Justice.

Mentors are Trained in the Following Areas:

- Anger Management
- Conflict Resolution
- Restorative Justice Circles
- Bullying
- Cultural Awareness
- Power of Forgiveness:
- Home Visits
- 21st Century Mentoring (Group/One-on-One)
- Identifying Personalities
- Classroom Support

Mentors are Qualified:

- Life Scan Cleared (DOJ and FBI)
- TB Test Cleared

In summary, our Peacemakers' Mentoring Model has been deveoped to address the needs of first generation college students. Successful implementation of our programs sets the stage to increase the probability of more first generation college students successfully graduating with Bachelor and advanced degrees.

Peacemakers inc.

MENTORING MODEL

MENTOR

ALUMNI
College Graduate

FIRST GENERATION
College Student

FIRST GENERATION
High School Student

FIRST GENERATION
Middle School Student

MENTEE

FIRST GENERATION
College Student

FIRST GENERATION
High School Student

FIRST GENERATION
Middle School Student

FIRST GENERATION
Elementary School Student

Mentors Help Mentees; Mentees Become Mentors.

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APPENDIX K – CORE SUBJECT CURRICULUM MAPS FOR GRADES 6-8 PLUS the REQUESTED 5th grade

6th Grade Curriculum Map

Jessica DeAnda, Sunrise Middle School, 2018-2019

Semester 1: Grading Period 1				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Character Study-Clubs Writing: Narrative Objectives Students will be able to analyze how characters evolve over the course of a text. Students will be able to analyze how character change impacts the plot. Students will know the five main elements of narrative writing. Students will be able to utilize the five main elements of narrative to create their own narrative.	CA CCSS *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Writing* 6.3a-e, 6.4, 6.5, 6.9a, 6.10 *Speaking & Listening* SL.6.1, SL6.3, SL6.4 *Language* L.6.1, L.6.3, L.6.4, L.6.5 ELD PI.A.1 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.B.5, PIII	-Five Elements of Narrative -Analyzing literature with Five Elements -Brainstorming, Planning, Outlining narratives according to Five Elements -CAASP Narrative Rubric -Grading examples according CAASP Narrative Rubric -Peer/Teacher Feedback on Narrative -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Adjective/Adverb Practice and Visualization Activity -Adjective/Adverb IXL -Dialogue Practice -Transition Practice	Articles for Narrative Various Articles on Planets and Space Exploration Mentor Text "Popularity," from First French Kiss by Adam Bagdasarian "The Fight," from First French Kiss by Adam Bagdasarian "Thank You M'am" by Langston Hughes Novels Classroom Library of Leveled Books Video Clip "Potions Class at Hogwarts" "You Belong with Me" Technology Laptops, Google classroom, STAR, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	-Narrative Benchmark -STAR reading tests -Narrative Reading Theme Project (narrative outline, narrative story) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments -AR Quizzes

		-Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary		
Grading Period 2				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Character Study-Clubs Writing: Explanatory Objectives Students will be able to analyze how characters evolve over the course of a text. Students will be able to analyze how character change impacts the plot. Students will be able to write an explanatory essay to examine a topic. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format.	CA CCSS *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Reading Informational* 6.1, 6.4, 6.5a, 6.8, 6.10 *Writing* 6.2a-f, 6.4, 6.5, 6.6, 6.6, 6.8, 6.9a-b, 6.10 *Speaking & Listening* SL.6.1, SL6.3, SL6.4 *Language* L.6.1, L.6.3, L.6.4, L.6.5 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining explanatory essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric -Peer/Teacher Feedback on Explanatory essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing	Articles for Explanatory Achieve 3000 articles Mentor Text "Popularity," from First French Kiss by Adam Bagdasarian "The Fight," from First French Kiss by Adam Bagdasarian "Thank You M'am" by Langston Hughes Novels Classroom Library of Leveled Books Video Clip "Potions Class at Hogwarts" "You Belong with Me" Technology Laptops, Google classroom, projector, document camera,	-Explanatory Performance Task -STAR reading tests -Explanatory Reading Theme Project (explanatory plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments -AR Quizzes

		-Introduction/ Quotation/Citation Practice -IXL 6.1 Activities List -Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary	internet, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	
Grading Period 3				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Character Study-Clubs Writing: Argument <u>Objectives</u> Students will be able to analyze how characters evolve over the course of a text. Students will be able to analyze how character change impacts the plot. Students will be able to write arguments to support claims with clear reasons and relevant evidence.	<u>CA CCSS</u> *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Reading Informational* 6.1, 6.4, 6.5a, 6.8, 6.10 *Writing* 6.2a-f, 6.4, 6.5, 6.6, 6.6, 6.8, 6.9a-b, 6.10 *Speaking & Listening* SL.6.1, SL6.3, SL6.4 *Language* L.6.1, L.6.3, L.6.4, L.6.5 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR),	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining argumentative essay -CAASP Argumentative Rubric -Grading examples according CAASP Argumentative Rubric -Peer/Teacher Feedback on Argumentative Essay -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and	<u>Articles for Argument</u> Achieve 3000 articles <u>Mentor Text</u> "Popularity," from First French Kiss by Adam Bagdasarian "The Fight," from First French Kiss by Adam Bagdasarian "Thank You M'am" by Langston Hughes <u>Novels</u> Classroom Library of Leveled Books <u>Video Clip</u> "Potions Class at Hogwarts" "You Belong with Me"	-Argument Performance Task -STAR reading tests -Explanatory Reading Theme Project (explanatory plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments -AR Quizzes

	PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 6.1 Activities List -Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary	Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	
Semester 2: Grading Period 4				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Nonfiction: Navigating Expository, Narrative, and Hybrid Nonfiction Writing: Compare/ Contrast Objectives Students will be to become an expert on a topic through reading nonfiction texts. Students will be able to	CA CCSS *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Reading Informational* RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 *Writing* 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10 *Speaking & Listening* SL.6.1, SL6.3, SL6.4	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining compare and contrast essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric -Peer/Teacher Feedback on Compare and Contrast	Articles for Compare/Contrast Achieve 3000 articles Mentor Text Excerpts from *Fast Food* by Eric Schlosser Novels Classroom Library of Leveled Books Technology Laptops, Google classroom, projector,	-Compare and Contrast Benchmark -SRI reading tests -Compare and Contrast Reading Theme Project (compare and contrast plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

compare/contrast text themes and topics. Students will be able to determine the theme or central idea of the text and how it's revealed through details.	*Language* L.6.1, L.6.3, L.6.4, L.6.5 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	Essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 6.2 Activities List -Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary	document camera, internet, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	-AR Quizzes
Grading Period 5				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Nonfiction: Navigating Expository, Narrative, and Hybrid Nonfiction Writing: Missing Intro's/Conclusions <u>Objectives</u> Students will be to	<u>CA CCSS</u> *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Reading Informational* RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 *Writing*	-Review of three CAASP writing tasks/rubrics (argumentative, explanatory, narrative) -Introduction Paragraph Practice -Conclusion Paragraph Practice -Reading Strategies -Close	<u>Articles for Compare/Contrast</u> Achieve 3000 articles <u>Mentor Text</u> Excerpts from *Fast Food* by Eric Schlosser <u>Novels</u> Classroom Library of	-Missing Into's/Conclusions Benchmark -SRI reading tests -Compare and Contrast Reading Theme Project (compare and contrast plan, outline, drafts, final) -Independent Reading Packets & Reading

become an expert on a topic through reading nonfiction texts. Students will be able to write an introductory paragraph to an argumentative/ explanatory essay or narrative. Students will be able to write a conclusion paragraph to an argumentative/ explanatory essay or narrative.	6.2a-f, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10 *Speaking & Listening* SL.6.1, SL6.3, SL6.4 *Language* L.6.1, L.6.3, L.6.4, L.6.5 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 6.2 Activities List -Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary	Leveled Books Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments -AR Quizzes
Grading Period 6				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Nonfiction: Navigating Expository, Narrative, and Hybrid Nonfiction Writing: Formal Letter Writing Objectives Students will be to become an expert on a topic through reading nonfiction texts.	CA CCSS *Reading Literature* RL.6.1, RL.6.2, RL6.3, RL6.4, RL6.5, RL.6.6, RL.6.7 *Reading Informational* RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI6.6, RI6.7 *Writing* 6.2, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining explanatory essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric	Articles for Letter Writing Achieve 3000 articles Mentor Text Excerpts from *Fast Food* by Eric Schlosser Novels Classroom Library of Leveled Books Technology Laptops, Google	-Explanatory Performance Task -STAR reading tests -Explanatory Reading Theme Project (explanatory plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and

Students will be able to write formal letter to a business.	*Speaking & Listening* SL.6.1, SL6.3, SL6.4 *Language* L.6.1, L.6.3, L.6.4, L.6.5 PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Peer/Teacher Feedback on Explanatory essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 6.1 Activities List -Minilesssons -Lean-in Conferences -Strategy Groups -Shared Reading -Interactive Read Aloud -Shared Writing -Word Study and/or Vocabulary	classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, Achieve 3000, I-Ready	critical thinking questions -IXL Assessments -AR Quizzes

7th Grade Curriculum Map

Chelsey Davis, Sunrise Middle School, 2018-2019

Semester 1: Grading Period 1				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Building an Independent Reading Life Writing: Narrative Objectives Students will be able to preview a text or genre to determine if they would want to read it. Students will know the five main elements of narrative writing. Students will be able to utilize the five main elements of narrative to create their own narrative.	CA CCSS *Reading Literature* 7.1, 7.3, 7.4, 7.10 *Writing* 7.3a-e, 7.4, 7.5, 7.9a, 7.10 *Speaking & Listening* 7.1b/d, 7.2 *Language* 7.2, 7.4c/d, 7.5a-c, 7.6 ELD PI.A.1 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.B.5, PIII	-Five Elements of Narrative (Flocabulary) -Analyzing literature with Five Elements -Khan Academy "Pixar in a Box" Storytelling Series -Brainstorming, Planning, Outlining narratives according to Five Elements -CAASP Narrative Rubric -Grading examples according CAASP Narrative Rubric -Peer/Teacher Feedback on Narrative -Reading Strategies -Mini-lessons on how readers read -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Adjective/Adverb Practice and Visualization Activity -Adjective/Adverb IXL -Dialogue Practice -Transition Practice	Short Stories "Richard Wright and the Library Card" by William Miller Video Flocabulary's 5 Elements of Narrative Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Flocabulary, Accelerated Reader, STAR, Achieve3000, iReady, Khan Acaademy	-NWEA pre-test of reading levels -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

Grading Period 2				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Deep Study of Character & Book Clubs Writing: ICED Paragraphs <u>Objectives</u> Students will be able to analyze how characters evolve over the course of a text . Students will be able to analyze how a character's change impacts the plot. Students will be able to explain an ICED paragraph and it's purpose in the classroom and in real life. Students will be able to answer close reading and discussion questions in ICED paragraph format.	<u>CA CCSS</u> *Reading Literature* 7.1, 7.2, 7.3, 7.4, 7.7. 7.9, 7.10 *Reading Informational* 7.1, 7.4, 7.5a, 7.8, 7.10 *Writing* 7.2a-f, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9a-b, 7.10 *Speaking & Listening* 7.1b/d, 7.2, 7.4 *Language* 7.1, 7.2, 7.3, 7.4a/b/d, 7.5a-c, 7.6 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.7 (BR), PIII	-ICED Paragraph Notes -ICED Paragraph practice -ICED Paragraph Rubric -Grading examples according ICED Paragraph rubric -Peer/Teacher Feedback on ICED paragraphs -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 7.1 Activities List	<u>Mentor Texts</u> "Popularity" from First French Kiss by Adam Bagdasarian "The Fight," from First French Kiss by Adam Bagdasarian "Thank You Ma'am" by Langston Hughes <u>Book Club Novels</u> Classroom Library of Leveled Books <u>Video</u> "Potions Class at Hogwarts" "You Belong With Me" by Taylor Swift <u>Technology</u> Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, STAR, Achieve3000, iReady	-ICED Paragraph Benchmark -ICED paragraph discussion question answers -Academic discussions in small groups/whole class -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

Grading Period 3				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Dystopian Literature Book Clubs Writing: Argumentative <u>Objectives</u> Students will be able to connect issues in the fictional dystopian world to ones faced in today's society. Students will be able to write an argument essay about the issue of censorship. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format.	<u>CA CCSS</u> *Reading Literature* 7.1, 7.2, 7.3, 7.4, 7.7. 7.9, 7.10 *Reading Informational* 7.1, 7.4, 7.5a, 7.8, 7.10 *Writing* 7.1a-e, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10 *Speaking & Listening* 7.1b/d, 7.2, 7.4 *Language* 7.1, 7.2, 7.3, 7.4a/b/d, 7.5a-c, 7.6 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining explanatory essay -CAASP Argumentative Rubric -Grading examples according CAASP Argumentative Rubric -Peer/Teacher Feedback on Argumentative essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Novel discussion questions using ICED paragraph -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 7.1 Activities List	<u>Mentor Texts</u> "The Lottery" by Shirley Jackson "Harrison Bergeron" by Kurt Vonnegut Jr. <u>Book Club Novels</u> Classroom Library of Leveled Books <u>Film</u> *The Giver* *The Hunger Games* <u>Technology</u> Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, STAR, Achieve3000, iReady	-Argumentative Performance Task -Argumentative Reading Theme Project (argumentative plan, outline, drafts, final) -Academic discussions in small groups/whole class -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

Semester 2: Grading Period 4				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Non-Fiction Book Clubs-Heroes Writing: Explanatory <u>Objectives</u> Students will be able to determine importance and synthesize in expository. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format. Students will be able to present their explanation to an audience in multiple ways, including print and multimedia.	<u>CA CCSS</u> *Reading Literature* 7.1, 7.2, 7.4, 7.6, 7.9, 7.10, *Reading Informational* 7.1, 7.2, 7.4, 7.6, 7.10 *Writing* 7.2a-f, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9a-b, 7.10 *Speaking & Listening* 7.1a-d, 7.2, 7.4 *Language* 7.1, 7.2, 7.3, 7.4a-d, 7.5a-c, 7.6 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining explanatory essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric -Peer/Teacher Feedback on Explanatory Essay -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 7.1 Activities List	<u>Mentor Texts</u> "The Beloved World Sonia Sotomayor" by Sonia Sotomayor <u>Book Club Novels</u> Classroom Library of Leveled Books <u>Technology</u> Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, STAR, Achieve3000, iReady	-Explantory Performance Task -Explanatory Reading Theme Project (explanatory plan, outline, drafts, final) -Academic discussions in small groups/whole class -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

Grading Period 5				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Non-Fiction Book Clubs-Heroes Writing: Compare and Contrast Objectives Students will be able to compare and contrast a present day hero to one in the past. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format. Students will be able to present their explanation to an audience in multiple ways, including print and multimedia.	CA CCSS *Reading Literature* 7.1, 7.2, 7.4, 7.6, 7.9, 7.10, *Reading Informational* 7.1, 7.2, 7.4, 7.6, 7.10 *Writing* 7.2a-f, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9a-b, 7.10 *Speaking & Listening* 7.1a-d, 7.2, 7.4 *Language* 7.1, 7.2, 7.3, 7.4a-d, 7.5a-c, 7.6 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining Compare and Contrast essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric -Peer/Teacher Feedback on Compare and Contrast Essay -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 7.1 Activities List	Mentor Texts "The Beloved World Sonia Sotomayor" by Sonia Sotomayor Book Club Novels Classroom Library of Leveled Books Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, STAR, Achieve3000, iReady	-Compare and Contrast Performance Task -Compare and Contrast Reading Theme Project (explanatory plan, outline, drafts, final) -Academic discussions in small groups/whole class -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

Grading Period 6				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Non-Fiction Book Clubs-Heroes Writing: Formal Letters Objectives Students will be able to write a formal letter to a hero they have chosen. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format. Students will be able to present their explanation to an audience in multiple ways, including print and multimedia.	CA CCSS *Reading Literature* 7.1, 7.2, 7.4, 7.6, 7.9, 7.10, *Reading Informational* 7.1, 7.2, 7.4, 7.6, 7.10 *Writing* 7.2, 7.4, 7.5, 7.6, 7.8, 7.9, 7.10 *Speaking & Listening* 7.1a-d, 7.2, 7.4 *Language* 7.1, 7.2, 7.3, 7.4a-d, 7.5a-c, 7.6 ELD PI.A.1 (BR), PI.A.4 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.B.7 (BR), PI.B.8 (BR), PII.A.1 (BR), PII.C.6 (BR), PIII	-Brainstorming, Planning, Outlining letters -Peer/Teacher Feedback on letters -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -IXL 7.2 Activities List	Mentor Texts "The Beloved World Sonia Sotomayor" by Sonia Sotomayor Book Club Novels Classroom Library of Leveled Books Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Accelerated Reader, STAR, Achieve3000, iReady	-Final formal letter -Final presentation on chosen hero -Academic discussions in small groups/whole class -Accelerated Reader book quizzes -Whole class book talks -STAR reading level test -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions -IXL Assessments

8th Grade Curriculum Map

Michelle Kara, Sunrise Middle School, 2017-2018

Semester 1: Grading Period 1				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Changing Perspective Writing: Argumentative Objectives Students will be able to defend their position on whether or not a person's perspective can change based on textual evidence and personal experience. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format. Students will be able to present their opinion to an audience in multiple ways, including print and multimedia.	CA CCSS *Reading Literature* 8.1, 8.2, 8.4, 8.6, 8.9, 8.10, *Reading Informational* 8.1, 8.2, 8.4, 8.6, 8.10 *Writing* 8.1a-e, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10 *Speaking & Listening* 8.1a-d, 8.2, 8.4 *Language* 8.1, 8.2, 8.3, 8.4a-d, 8.5a-c, 8.6 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining argumentative essay -CAASP Argumentative Rubric -Grading examples according CAASP Argumentative Rubric -Peer/Teacher Feedback on Argumentative Essay -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation	Short Stories/Poems *Big Red Barn* by Margaret Wise Brown Informational Texts Articles reflecting themes of each chapter in each section (Industrial, Industrial Organic, Local Sustainable, Grown and Gathered). Novel *Omnivore's Dilemma* by Michael Pollen Film *Food Inc.* Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, Powerpoint, iMovie	-Argumentative Performance Task -Achieve 3000 -i-Ready -Accelerated Reader -Argumentative Reading Theme Project (argumentative plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions

		Practice		
Grading Period 2				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Changing Perspective Writing: Compare and Contrast Essay Objectives Students will be able to compare and contrast the main character's change in perspective over the course of the novel. Students will be able to convey how a character's perspective changes over the course of the novel using textual evidence in an ICED paragraph format. Students will be able to present their opinion to an audience in multiple ways, including print and multimedia.	CA CCSS *Reading Literature* 8.1, 8.2, 8.4, 8.6, 8.9, 8.10, *Reading Informational* 8.1, 8.2, 8.4, 8.6, 8.10 *Writing* 8.2a-f, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10 *Speaking & Listening* 8.1a-d, 8.2, 8.4 *Language* 8.1, 8.2, 8.3, 8.4a-d, 8.5a-c, 8.6 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.9 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining compare and contrast essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric -Peer/Teacher Feedback on Compare and Contrast Essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Novel discussion questions using ICED paragraph -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation	Short Stories/Poems *Big Red Barn* by Margaret Wise Brown Informational Texts Articles reflecting themes of each chapter in each section (Industrial, Industrial Organic, Local Sustainable, Grown and Gathered). Novel *Omnivore's Dilemma* by Michael Pollen Film *Food Inc.* Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, Powerpoint, iMovie	-Compare and Contrast Benchmark -Achieve 3000 -i-Ready -Accelerated Reader -Compare and Contrast Reading Theme Project (compare and contrast plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions

		Practice		
Grading Period 3				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Changing Perspective Writing: Missing Intros/Conclusions Objectives Students will be able to determine what is needed to complete a sample of writing. Students will be able to write an introductory paragraph to an argumentative/ explanatory essay or narrative. Students will be able to write a conclusion paragraph to an argumentative/ explanatory essay or narrative.	CA CCSS *Reading Literature* 8.1, 8.2, 8.4, 8.6, 8.9, 8.10, *Reading Informational* 8.1, 8.2, 8.4, 8.6, 8.10 *Writing* 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10 *Speaking & Listening* 8.1a-d, 8.2, 8.4 *Language* 8.1, 8.2, 8.3, 8.4a-d, 8.5a-c, 8.6 ELD PI.A.1 (BR), PI.A.4 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.B.7 (BR), PI.B.8 (BR), PII.A.1 (BR), PII.C.6 (BR), PIII	-Review of three CAASP writing tasks/rubrics (argumentative, explanatory, narrative) -Introduction Paragraph Practice -Conclusion Paragraph Practice -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice	Short Stories/Poems *Big Red Barn* by Margaret Wise Brown Informational Texts Articles reflecting themes of each chapter in each section (Industrial, Industrial Organic, Local Sustainable, Grown and Gathered). Novel *Omnivore's Dilemma* by Michael Pollen Film *Food Inc.* Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, Powerpoint, iMovie	-Missing Intro's/Conclusions Benchmark -Achieve 3000 -i-Ready -Accelerated Reader -Missing Intro's/Conclusions Reading Theme Practice -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions
Semester 2: Grading Period 4				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes	CA CCSS	-Five Elements of	Short Stories	-Narrative Benchmark

Reading: Racism in History and Today Writing: Narrative <u>Objectives</u> Students will be able to explain stereotype, prejudice, and racism. Students will know the five main elements of narrative writing. Students will be able to utilize the five main elements of narrative to create their own narrative.	*Reading Literature* 8.1, 8.3, 8.4, 8.10 *Writing* 8.3a-e, 8.4, 8.5, 8.9a, 8.10 *Speaking & Listening* 8.1b/d, 8.2 *Language* 8.2, 8.4c/d, 8.5a-c, 8.6 <u>ELD</u> PI.A.1 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.B.5, PIII	Narrative (Flocabulary) -Analyzing literature with Five Elements -Brainstorming, Planning, Outlining narratives according to Five Elements -CAASP Narrative Rubric -Grading examples according CAASP Narrative Rubric -Peer/Teacher Feedback on Narrative -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Adjective/Adverb Practice and Visualization Activity -Dialogue Practice -Transition Practice	"The Sneetches" by Dr. Seuss <u>Novel</u> *To Kill a Mockingbird* by Harper Lee <u>Film</u> "The Sneetches" by Dr. Seuss *To Kill a Mockingbird* <u>Technology</u> Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL, Flocabulary	-Achieve 3000 -i-Ready -Accelerated Reader -Narrative Reading Theme Project (narrative outline, narrative story) -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions
Grading Period 5				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
<u>Themes</u> Reading: Racism in History and Today Writing: ICED Paragraphs	<u>CA CCSS</u> *Reading Literature* 8.1, 8.2, 8.3, 8.4, 8.7. 8.9, 8.10	-ICED Paragraph Notes -ICED Paragraph practice -ICED Paragraph Rubric -Grading examples according ICED	<u>Short Stories</u> "The Sneetches" by Dr. Seuss <u>Informational Texts</u>	-ICED Paragraph Benchmark -Achieve 3000 -i-Ready -Accelerated Reader

Objectives Students will be able to connect issues of racism in fiction to ones faced in today's society. Students will be able to explain an ICED paragraph and it's purpose in the classroom and in real life. Students will be able to answer close reading and discussion questions in ICED paragraph format.	*Reading Informational* 8.1, 8.4, 8.5a, 8.8, 8.10 *Writing* 8.2a-f, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9a-b, 8.10 *Speaking & Listening* 8.1b/d, 8.2, 8.4 *Language* 8.1, 8.2, 8.3, 8.4a/b/d, 8.5a-c, 8.6 ELD PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.7 (BR), PIII	Paragraph rubric -Peer/Teacher Feedback on ICED paragraphs -Novel discussion questions using ICED paragraph -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL Verb Activities	Current Events "Why Does *To Kill a Mockingbird* Keep Getting Banned" Novel *To Kill a Mockingbird* by Harper Lee Film "The Sneetches" by Dr. Seuss *To Kill a Mockingbird* Technology Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL	-ICED paragraph discussion question answers -Academic discussions in small groups/whole class -Independent Reading Packets & Reading Strategies -In-class listening quizzes -Vocabulary quizzes -Listenwise articles and critical thinking questions
Grading Period 6				
Themes & Objectives	**CA CCSS & CA ELD Standards**	**Lesson Ideas**	**Materials & Resources**	**Assessments**
Themes Reading: Racism in History and Today Writing: Explanatory Objectives Students will be able to connect issues of racism in fiction to ones faced in today's society. Students will be able to write an explanatory	CA CCSS *Reading Literature* 8.1, 8.2, 8.3, 8.4, 8.7. 8.9, 8.10 *Reading Informational* 8.1, 8.4, 8.5a, 8.8, 8.10 *Writing* 8.2a-f, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9a-b, 8.10 *Speaking & Listening*	-Thesis Statement/Evidence practice -Determining strong textual evidence activities -Brainstorming, Planning, Outlining explanatory essay -CAASP Explanatory Rubric -Grading examples according CAASP Explanatory Rubric	Short Stories "The Sneetches" by Dr. Seuss Informational Texts Current Events "Why Does *To Kill a Mockingbird* Keep Getting Banned" Novel *To Kill a Mockingbird* by Harper Lee	-Explanatory Performance Task -Achieve 3000 -i-Ready -Accelerated Reader -Explanatory Reading Theme Project (explanatory plan, outline, drafts, final) -Independent Reading Packets & Reading Strategies -In-class listening quizzes

essay to demonstrate the significance of *To Kill a Mockingbird* in today's society. Students will be able to analyze literary/informational texts to draw textual evidence to support their thesis statements in an ICED paragraph format.	8.1b/d, 8.2, 8.4 *Language* 8.1, 8.2, 8.3, 8.4a/b/d, 8.5a-c, 8.6 <u>ELD</u> PI.A.1 (BR), PI.A.2 (BR), PI.A.3 (BR), PI.B.5 (BR), PI.B.6 (BR), PI.C.10 (BR), PI.C.11 (BR), PII.A.1 (BR), PII.A.2 (BR), PII.C.6 (BR), PIII	-Peer/Teacher Feedback on Explanatory essay -Reading Strategies -Close readings/annotations of texts in small groups and whole class -Novel discussion questions using ICED paragraph -Small group/Whole class academic discussions -Thematic vocabulary with activities, kinesthetic accompaniments, and peer quizzing -Introduction/ Quotation/Citation Practice -IXL 8.1 Activities List	<u>Film</u> "The Sneetches" by Dr. Seuss *To Kill a Mockingbird* <u>Technology</u> Laptops, Google classroom, projector, document camera, internet, Listenwise, IXL	-Vocabulary quizzes -Listenwise articles and critical thinking questions

Unit Title: Character Study - Clubs	**Grade Level.** 6-8	**Time Frame:** Semester 1

Standards:
RL.6-8.1, R.L.6-8.2, RL.6-8.3, R.L.6-8.4, R.L.6-8.5, R.L.6-8.6, R.L.6-8.7
S.L.6-8.1, S.L.6-8.3, S.L.6-8.4
L.6-8.1, L.6-8.3, L.6-8.4, L.6-8.5

Unit Goals/Enduring Understandings
- Readers notice and reflect on character traits and personality
- Readers identify character motivations by making inferences about their decisions
- Readers analyze how characters change and/or learn lessons
- Readers use specific language when discussing or writing about their characters.
- Readers use strategies to determine meaning of unfamiliar vocabulary or phrases

Essential Questions:
- How does a character evolve over the course of a text?
- How does character change impact the plot?

Vocabulary and Key Concepts
analyze, point of view, character traits, personality, perception, perspective, flashback, character motivation

Skills:
Demonstrate the ability to use word solving strategies
Monitor accuracy and understanding
Summarize
Identify important ideas and information within longer texts/chapters
Connect Characters within and across texts and genres by circumstances, traits or actions
Express changes in ideas or perspective across the reading
Follow complex plots, including texts with literary devices(flashbacks, stories within stories)

Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Mentor Texts:
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Structures:
- Reader's Workshop
  - Whole Group Minilesson
  - Independent Reading/Conferences
  - Mid-workshop Teaching
  - Teaching Share
- Small Group Instruction
- Guided Reading
- Whole Class Read Aloud

Resources/Materials
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Cross Curricular Connections:

Math
Science
Social Studies
Health

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
- Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals

Assistance in maintaining uncluttered space

- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Unit Title: Character Study - Clubs	**Grade Level:** 6-8	**Time Frame:** Semester 1
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Readers notice and reflect on character traits and personality	**Readers notice and reflect on character traits and personality** • One way that readers of fiction think about character traits is by paying close attention to how the author introducing the characters. We know that authors have one chance at a "first impression" and take great care in their word choice. We study these places. We might reflect, *What does the author want me to know about the character?* • One way that readers of fiction think about character traits is by closely reading their actions. We think about significant actions (big and small) and consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. • One way that readers of fiction think about character traits is by closely reading what they say and think. We consider what this says about our character. We can often name it as a trait. We might use a t-chart in our notebook to record our thinking to share with a partner or club. • One way that readers of fiction think about character traits is by closely reading how other characters treat, interact or perceive them. We might consider, *Why do they treat them this way? How do they view the character? What judgments have they made about the character? What might they need to know about the character that we know?* We record our thinking in our notebook to share with a partner or club. • Readers notice the character's relationship with the setting. We notice how the character changes based on the changes in setting. We look for patterns. • Readers think about the setting as another character in the story. We consider, *What role does the setting play? In what way does the setting move the plot?*	
Readers identify character motivations by making inferences about their decisions	• Readers make connections and empathize with characters by asking, *What would motivate me? What has motivated others in other texts?* • Readers pay attention to internal and external motivators. We notice what happens to characters externally that prompts them to act (or not act) and what happens internally to do the same. • Readers pay attention to how the author sets up the character's journey. We read the beginning of the text asking, *What is motivating this character? What do they want or need? What is getting in the way?* • Readers notice when a character acts in ways that are against his self-interest. We notice when they put their wants/needs aside and make a decision that surprises us. We ask, *What motivated the character to do this? Have their needs/wants changed? Has this contributed to a change or realization in the character?* • Readers notice when a character's needs or wants change and consider if their motivation has also changed. When motivation changes, we also know that the character may have changed. We can use these moments in text to write long on our ideas.	

Readers analyze how characters change and/or learn lessons	• Readers notice how a character is different from the beginning of the text to the end. We might say, he was... but now he is...? We might ask ourselves, *Is there a lesson in there for the reader? What did the character learn? What did I learn?* • Readers notice and closely read text where the character has to make an important decision. We think about what they would choose based on their wants and needs. We can evaluate if this is a good or poor decision. We might think about who is affected by the decision. We also consider, *Will this decision contribute to a change in the character?* • Readers notice places in the text where characters are given advice from others. We can put ourselves in the shoes of the advice giver and the character receiving the advice. We think about motivation and relationships. We consider, *How might the characters journey be effected by taking or not taking this advice?* • Readers reflect at the end of a text about the character change and write/or discuss about the possible lessons learned. We think about it in terms of the character in the text and other texts. We might ask, *Who could else could use this lesson? Why is it important to the author to get this lesson out into the world?*	
Readers use specific language when discussing or writing about their characters.	• Readers notice and use the same language as the author when discussing their characters. We are careful to use descriptive words that the author uses. • Readers use the exact names for people and places in the text. We use these not just when we are writing, but also when we are discussing the text with our partners or clubs. • Readers use precise language when discussing ideas. If we find ourselves saying, *You know what I am saying...* We take a pause and rethink our idea. We may need to write in our notebooks before sharing again.	
Readers use strategies to determine meaning of unfamiliar vocabulary or phrases	• Readers know that they can sometimes figure out unfamiliar vocabulary by reading around the word for context clues. We read the sentence before and after looking for clues. We substitute in our new understanding to make sure it makes sense. We reread the section with our new understanding. We often write these new words or ideas in our notebook to confirm their meaning with a resource. • Readers use resources available to them to check the meaning of unfamiliar vocabulary. Readers know that we can't always solve words with context clues or that the context clues can be misleading. We can use club members to confirm meaning or use resources in the room. • Readers know that many high level vocabulary words have suffixes and roots. We look for these inside of words and use what we know about the words parts to contribute to our understanding of the word.	

Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction	**Grade Level:** 6-8	**Time Frame:** Semester 2

Standards:
RL.6-8.1, RL.6-8.2, RL.6-8.3, RL.6-8.4, RL.6-8.5, RL.6-8.6, RL.6-8.7
RI.6-8.1, RI.6-8.2, RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.6, RI.6-8.7
SL.6-8.1, SL.6-8.3, SL.6-8.4
L.6-8.1, L.6-8.3, L.6-8.4, L.6-8.5

Unit Goals/Enduring Understandings
- **Readers determine importance and synthesize in expository text**
- **Readers navigate narrative and hybrids informational texts to learn about a topic**
- **Informational text partners are teachers**

Essential Questions:
How can I become an expert on a topic through reading nonfiction texts?

Vocabulary and Key Concepts
expository, narrative, hybrid, text structure, comparison, main idea, essential message

Skills:
Distinguish between fact and opinion and cite evidence
Search and use a wide range of graphics and integrate with information from print
Use full range of readers tools
Identify important parts
Make connections
Mentally form categories of related information and revise them as new
Acquire new content and perspectives through reading both fiction and nonfiction texts

Demonstration of Learning/Assessment:
DRA
Conference Notes
Teacher Created Assessments
Small Group Observations
Reading Response

Mentor Texts:
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Structures:
- Reader's Workshop
  - Whole Group Minilesson
  - Independent Reading/Conferences
  - Mid-workshop Teaching
  - Teaching Share
- Small Group Instruction
- Guided Reading
- Whole Class Read Aloud

Resources/Materials
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Cross Curricular Connections:

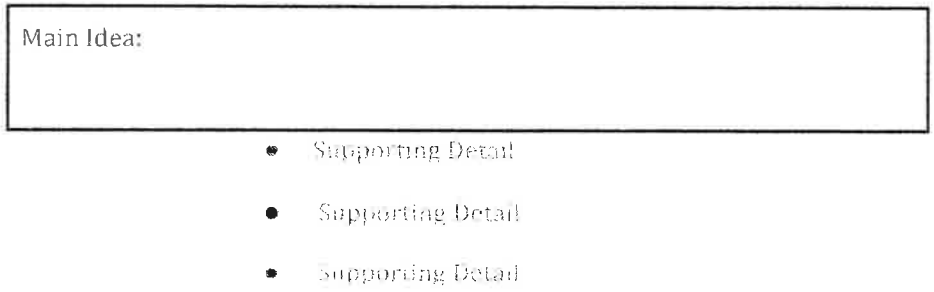
Math
Science
Social Studies
Health

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
- Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals

Assistance in maintaining uncluttered space

- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Unit Title: Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction	**Grade Level:** 6-8	**Time Frame:** Semester 2
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Readers determine importance and synthesize in expository text	○ Readers get ready to read nonfiction text. We preview the books to get our minds ready to read. We ○ read the title ○ look at the front and back cover ○ skim the table of contents ○ flip through the pages ○ and we ask, *What am I most likely going to learn about?* • Readers make a plan for their reading. We think about how the book goes and make a plan for what we will read first. Sometimes books are set-up to be read cover to cover, other times they are set-up to be read in parts. You can dip into sections that are of interest to us. If we plan on reading just some sections, we need to decide if the first few sections are important to read. Often the author will provide one or two sections to give us the background knowledge to read any of the other sections. We keep this in mind as we are making our plan. • Readers make a plan for how they will read a section. We look at the set-up of the page, scan the features, and think about what we will most likely learn. • Readers hold onto their learning as they read. We read a chunk of text, pause and say to ourselves, *What did I just read?* We then summarize the important parts of text. We read another chunk and summarize again. In this way, we collect the important information and we also confirm that we understood what we just read. We notice if this matches what we expected to learn. We adjust what we think we will learn get curious about it. • Readers become experts by thinking of themselves as teachers. We think about what we would need to learn to teach someone else about this topic or idea. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean. We can teach our partners in this way. • Readers of informational text identify the main idea. One way that we can organize information is through the use of boxes and bullets. This structure can organize the bits of information under bigger ideas. We can add to this format as we read.  	

	• Readers talk to let texts get through to us, to let texts change our minds. We talk to grow ideas. We push our thinking. We might use phrases or starters like,
	  ○ On the other hand...
	  ○ I partly agree, but I also think... because...
	  ○ Could it also be that...
	  ○ Might the reason for this be...
	  ○ This is different from... because...
	  ○ I think that this is important to notice because...
	  ○ The thing that doesn't fit for me is...
	  ○ Many people think... but I think...
	  ○ I used to think...but now I notice... so I've changed my mind about...
	• Whether you are reading nonfiction or fiction texts, it is equally important to talk about those texts with one another, saying, 'Isn't it weird how . . .' and 'I wonder why . . .' and did you notice that. . . .' But I want to add one more thing. Readers read differently because we're going to be in conversations later. We read holding conversations in our minds. We don't wait until we are with our partners to have these conversations. We can have them in our minds as we are reading.
	• Informational text readers notice when information they are reading contradicts another source. We don't just gloss over this. We dig deeper into this contradiction. Often it is based in an author's point of view. We think about other places where this point of view may cloud information that was presented.	

Informational text partners are teachers	• Informational text partners teach each other. In preparation of this teaching we may rehearse what we will say as we refer to picture or chart, using an explaining voice and hand gestures.
	• Informational text partners don't just say what they have learned, they also
	  ○ Refer to details in the pictures or diagrams that highlight what they're saying.
	  ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off one another and by explaining how those pictures go together.
	  ○ Add gestures to their explanations and use their voices to emphasize what's important.
	  ○ Act out what they learned and invite their partner to join in.	

Readers navigate narrative and hybrids informational texts to learn about a topic	• Readers identify nonfiction text structures and adjust their reading. If you divide nonfiction texts into piles based on how those texts are put together, you'll end up with one pile of true stories (narrative nonfiction) and one pile of all-about texts (little courses on a topic). Readers read these kinds of nonfiction texts in very different ways. When readers know what kind of nonfiction book we have, that helps us decide how to read it. When we know we have narrative nonfiction in our hands, we know we can read it like narrative fiction. There is a story. • Readers read nonfiction narratives as stories with characters. You can use what you know about getting to know characters in fiction books to get to know main ideas in narrative nonfiction books. You can often get to some big ideas by stretching the definition of main character to apply to a different sort of main presence in the text. Soon you'll be able to try it—to see if you can regard a meerkat colony or a Venus flytrap or a whole group of people, like the Pilgrims, say, as	

	the 'main character' of your nonfiction narrative. • Readers look for underlying ideas in narrative nonfiction text. Narrative nonfiction readers keep in mind that narrative nonfiction texts are written to convey not just facts, but ideas. The idea is what allows the storyteller to shape information, experience, into something that fits together so the story is not just a hodgepodge of junky details strung along a line of time. While that is a writer's goal, it is also a reader's goal. Readers have to find the unifying idea behind the texts they read, to make coherence and find meaning out of what would otherwise be strings of events and facts. • Narrative nonfiction readers determine what matters most in the story. Readers can feel flooded with facts as you read, it can help to see that beneath the details, many true stories are either tales of achievement or of disaster, and each of those kinds of story follows a predictable path. That path can help readers determine what matters most in the story—which details to pay most attention to and which to pay less. • Narrative nonfiction readers don't already know what every single word in a text means. We don't just gloss over technical words or concepts we don't understand. We can envision each part of how that part of the story or description. This picture can then help form our understanding of the concept.	

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ACCESS
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ACCESS: Building Literacy Through Learning®

ACCESS Newcomers offers intensive instruction that prepares students to enter into content-area classrooms. Using best practices in ELD instruction, the lessons:

- Focus on 2,160 high-frequency words
- Introduce key vocabulary and concepts from content areas
- Build oral language through context sentences and patterns
- Provide a rich assortment of lessons and activities

ACCESS to Success!

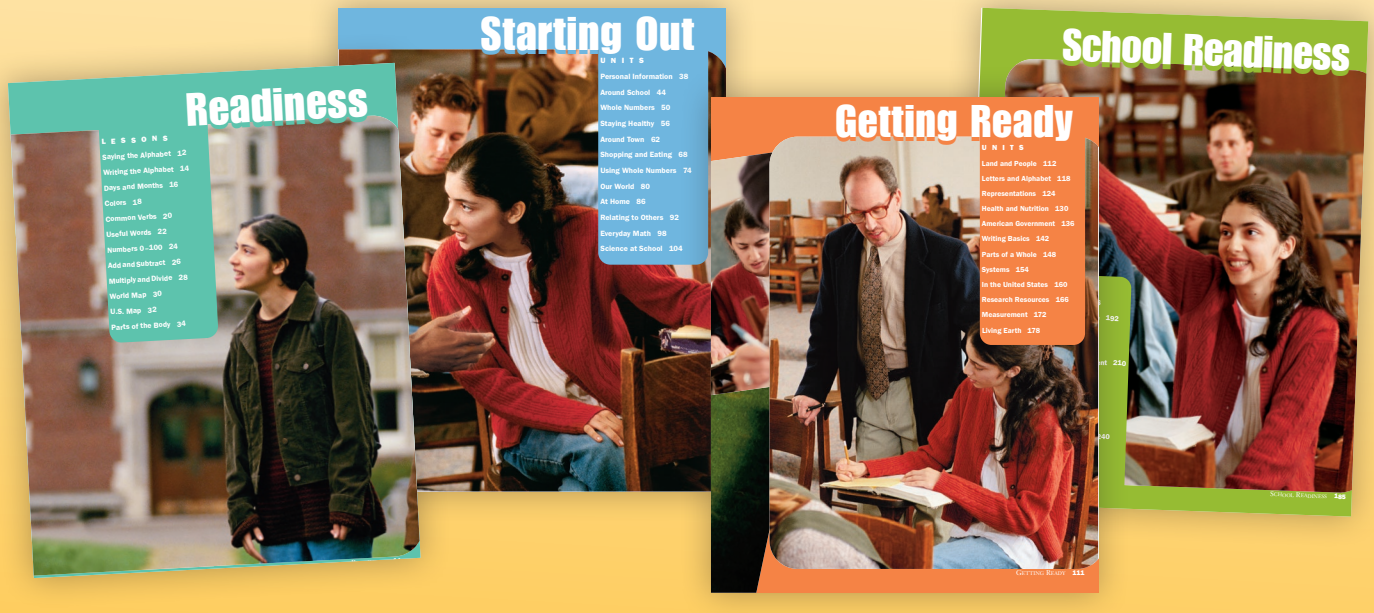
Develop beginning language, literacy, and content for newly arrived and beginning English learners in Grades 5 and up with ***Access Newcomers***. Clear, highly visual presentations, together with explicit instruction, build a foundation for academic success.

Standards-Based Instruction

- Builds basic and academic vocabulary, including 2,487 high-frequency words
- Addresses the language and literacy standards for beginning English learners
- Includes phonics support for students learning to read
- Provides the building blocks for content-area immersion through standards-based instruction in math, science, English, and social studies.

Multiple Levels Meet Students Where They Are

- Allows you to tailor instruction to student needs
- Supports newly arrived students with little educational background, gradually preparing them for content-area classes
- Provides Pretests, Unit Tests, and Posttests to place students, monitor progress, and demonstrate growth



Four levels of learning to address varied needs and abilities!

Incorporates the Best Practices in EL Teaching

- Clear visuals and text features continually scaffold content, while allowing students to build background and activate prior knowledge
- Four-step Lesson Plans give students practice listening, speaking, reading, and writing each lesson's vocabulary words in sentence contexts
- Word Tiles and Sentence Strips offer tactile learning opportunities and hands-on practice
- Ongoing, consistent grammar instruction helps students make progress in understanding English
- Constant review activities reinforce key vocabulary and concepts

Flexible to Fit Any Teaching Environment

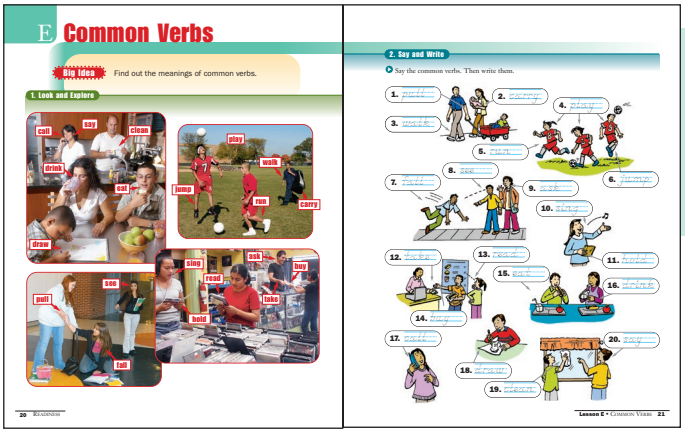
- Includes resources and teaching options for whole-group, small-group, and individual instruction
- 40-minute lesson plans, each with four distinct steps, fit easily into your schedule
- All materials you need organized for easy access, use, transport, and storage

Multiple delivery formats to match your instructional needs!

Engaging and Effective Materials

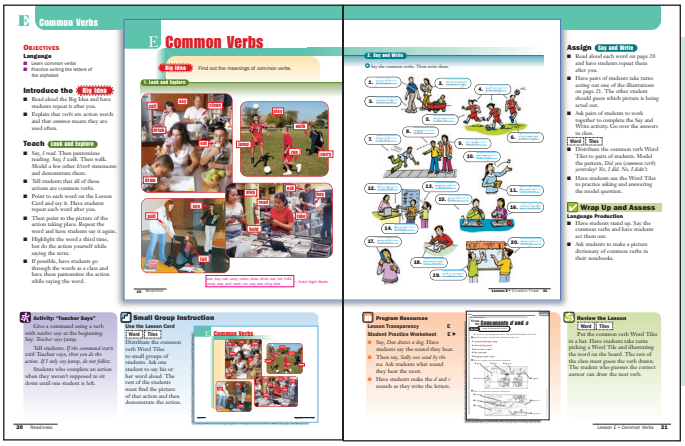
ACCESS Newcomers includes everything teachers need to promote student progress and monitor Adequate Yearly Progress and everything students need to develop language and experience success.

Pupil's Edition with highly visual resources for whole-class instruction



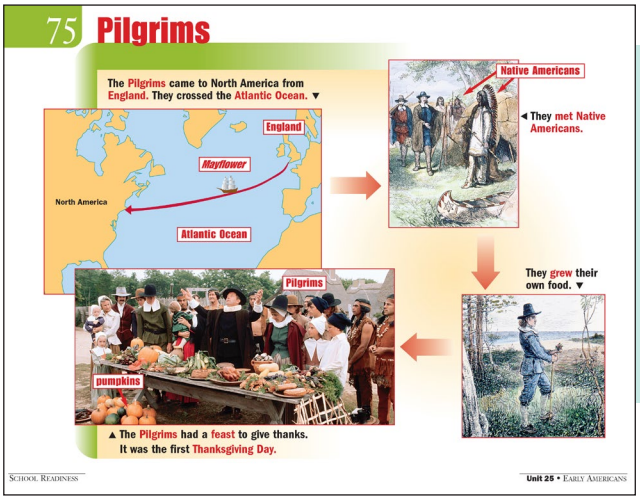
- 120 clear, 4-step lessons
- Strong, 4-color visual support
- Available in softcover

Teacher's Edition with a clear, wrap-around lesson format



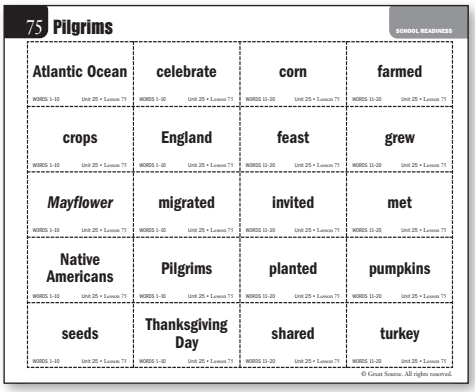
- 120 step-by-step, scaffolded lessons develop literacy through content
- Program Scope and Sequence
- Annotated pages for Student Worksheets

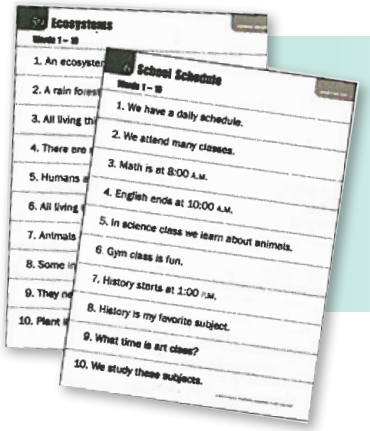
Lesson Cards with blackline masters for small-group instruction



- 120 Lesson Cards
- Support small-group instruction and individual tutoring
- Offer self-contained lessons that travel easily
- Available as overhead transparencies for whole class settings

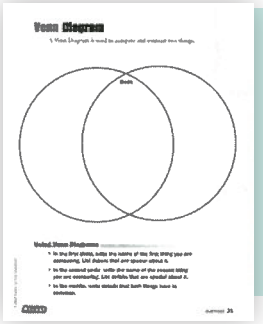
Word Tiles & Sentence Strips for hands-on learning of key vocabulary terms





- Support hands-on vocabulary sorts
- Reinforce the 20 vocabulary terms in each lesson
- Reinforce content

Projectables with 36 graphic organizers for whole-class instruction



- 36 graphic organizers
- Organize writing and oral presentations
- Promote strategic thinking

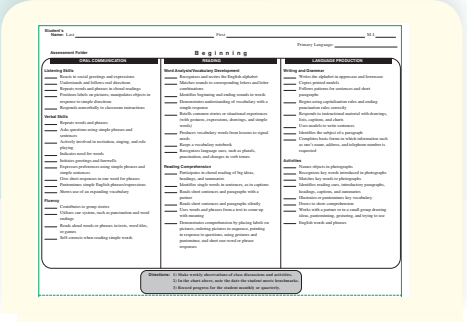
CD-ROM with additional printable resources

- Printable Word Tiles and Sentence Strips
- Printable Student Blackline Practice Worksheets
- Take-home Lessons

Assessment Book to document student progress

- Pretest
- Unit Tests
- Posttest

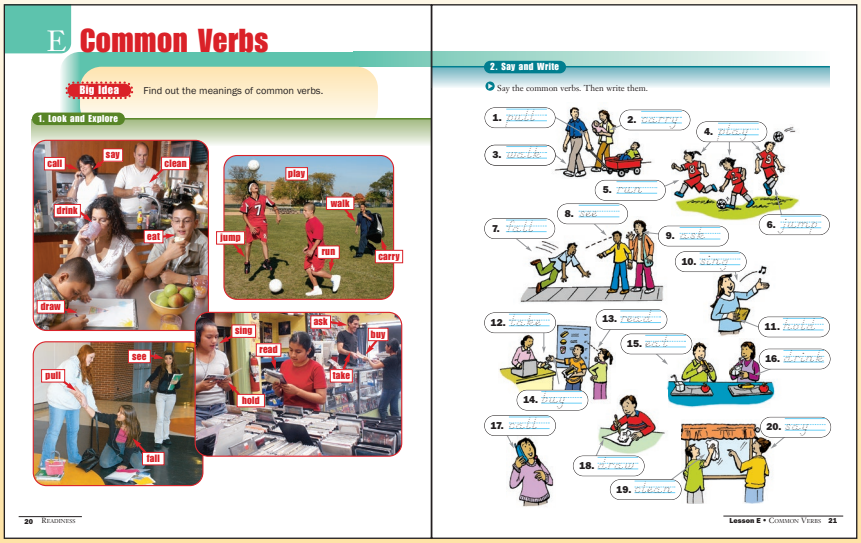
Assessment Folder for tracking individual students' language development throughout the school year



Meets Students Where They Are

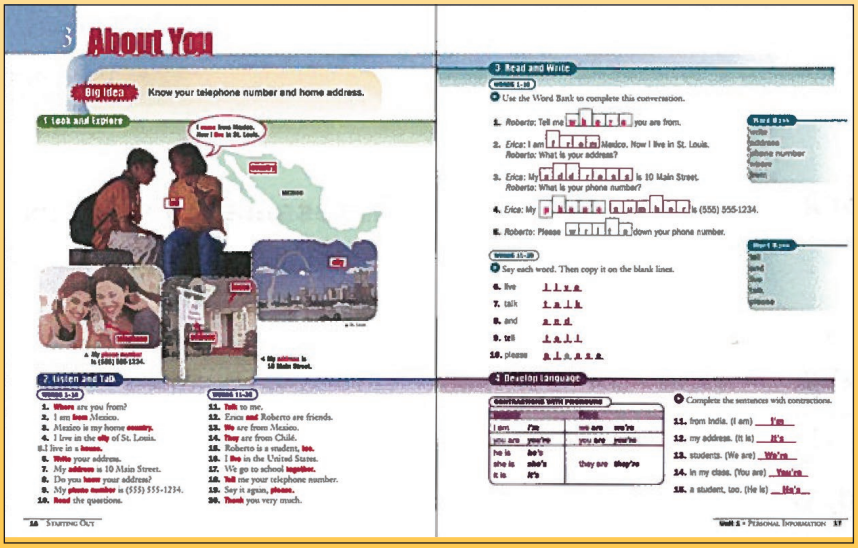
ACCESS Newcomers is divided into four levels of learning (Readiness, Starting Out, Getting Ready, and School Readiness). This gives teachers multiple starting points to meet the varied needs and abilities of English learners and encourages the development of language proficiency as students move though the levels.

Readiness for students with little or no educational background



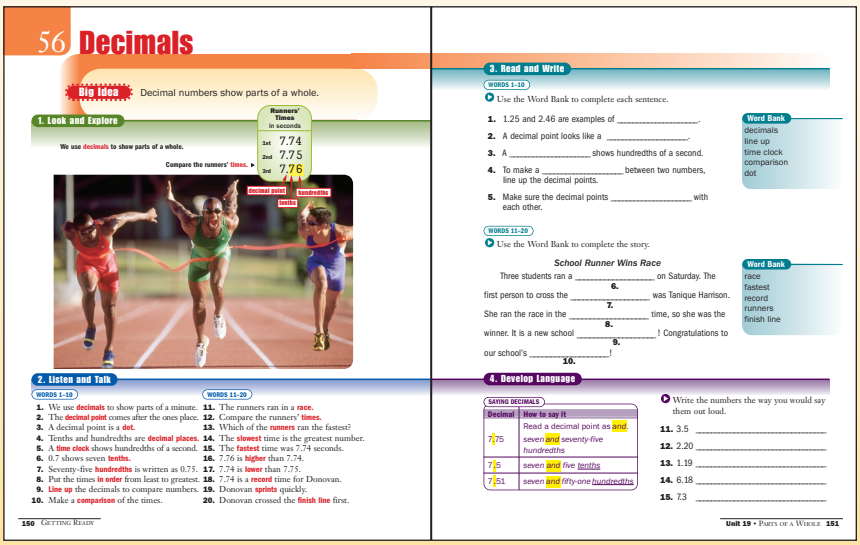
Develops important foundation skills such as: *Writing the Alphabet, Numbers 0–100, Days and Months,* and *Parts of the Body.*

Starting Out for students ready for basic survival skills



Introduces language commonly encountered at home or in school such as: *Money, School Nurse's Office, Add and Subtract,* and *Seasons.*

Getting Ready for students ready for basic content-area building blocks



56 Decimals

Big Idea: Decimal numbers show parts of a whole.

1. Look and Explore

We use decimals to show parts of a whole.

Compare the runners' times.

Runners' Times in seconds
1st 7.74
2nd 7.75
3rd 7.76

decimal point · hundredths · tenths

2. Listen and Talk

WORDS 1–10

1. We use decimals to show parts of a minute.
2. The decimal point comes after the ones place.
3. A decimal point is a dot.
4. Tenths and hundredths are decimal places.
5. A time clock shows hundredths of a second.
6. 0.7 shows seven tenths.
7. Seventy-five hundredths is written as 0.75.
8. Put the times in order from least to greatest.
9. Line up the decimals to compare numbers.
10. Make a comparison of the times.

WORDS 11–20

11. The runners ran in a race.
12. Compare the runners' times.
13. Which of the runners ran the fastest?
14. The slowest time is the greatest number.
15. The fastest time was 7.74 seconds.
16. 7.76 is higher than 7.74.
17. 7.74 is lower than 7.75.
18. 7.74 is a record time for Donovan.
19. Donovan sprints quickly.
20. Donovan crossed the finish line first.

150 Getting Ready

3. Read and Write

WORDS 1–10

Use the Word Bank to complete each sentence.

1. 1.25 and 2.46 are examples of _____.
2. A decimal point looks like a _____.
3. A _____ shows hundredths of a second.
4. To make a _____ between two numbers, line up the decimal points.
5. Make sure the decimal points _____ with each other.

Word Bank: decimals, line up, time clock, comparison, dot

WORDS 11–20

Use the Word Bank to complete the story.

School Runner Wins Race

Three students ran a _____ (6.) on Saturday. The first person to cross the _____ (7.) was Tanique Harrison. She ran the race in the _____ (8.) time, so she was the winner. It is a new school _____ (9.)! Congratulations to our school's _____ (10.)!

Word Bank: race, fastest, record, runners, finish line

4. Develop Language

SAYING DECIMALS

Decimal	How to say it
7.75	Read a decimal point as *and*. seven *and* seven-*five* hundred*ths*
7.5	seven *and* *five* *tenths*
7.51	seven *and* fifty-one hundred*ths*

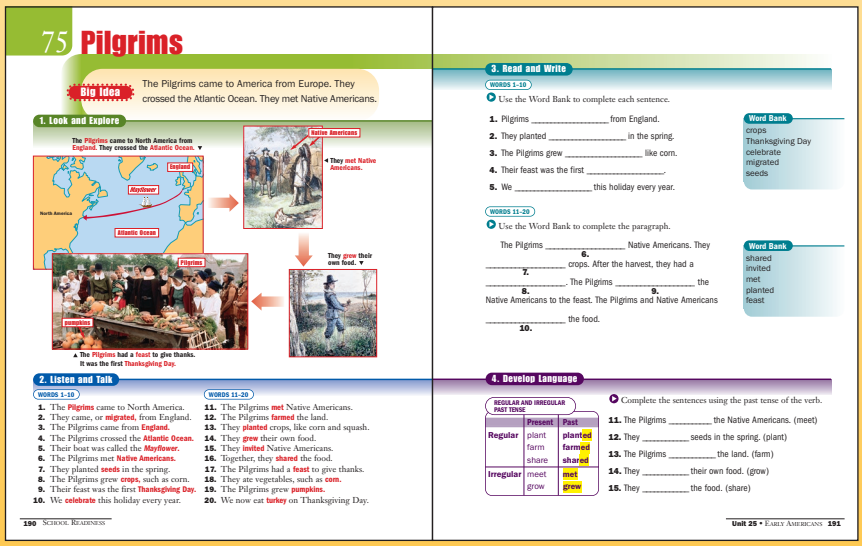
Write the numbers the way you would say them out loud.

11. 3.5 _____
12. 2.20 _____
13. 1.19 _____
14. 6.18 _____
15. 7.3 _____

Unit 19 • Parts of a Whole 151

Introduces content-area building blocks that give students the language to participate in topics such as: *Bodies of Water, Fractions, U.S. Geography,* and *Using a Dictionary.*

School Readiness for students ready to expand their content basics



75 Pilgrims

Big Idea: The Pilgrims came to America from Europe. They crossed the Atlantic Ocean. They met Native Americans.

1. Look and Explore

The Pilgrims came to North America from England. They crossed the Atlantic Ocean.

England · Mayflower · North America · Atlantic Ocean · Pilgrims · pumpkins

Native Americans

They met Native Americans.

They grew their own food.

The Pilgrims had a feast to give thanks. It was the first Thanksgiving Day.

2. Listen and Talk

WORDS 1–10

1. The Pilgrims came to North America.
2. They came, or migrated, from England.
3. The Pilgrims came from England.
4. The Pilgrims crossed the Atlantic Ocean.
5. Their boat was called the Mayflower.
6. The Pilgrims met Native Americans.
7. They planted seeds in the spring.
8. The Pilgrims grew crops, such as corn.
9. Their feast was the first Thanksgiving Day.
10. We celebrate this holiday every year.

WORDS 11–20

11. The Pilgrims met Native Americans.
12. The Pilgrims farmed the land.
13. They planted crops, like corn and squash.
14. They grew their own food.
15. They invited Native Americans.
16. Together, they shared the food.
17. The Pilgrims had a feast to give thanks.
18. They ate vegetables, such as corn.
19. The Pilgrims grew pumpkins.
20. We now eat turkey on Thanksgiving Day.

190 School Readiness

3. Read and Write

WORDS 1–10

Use the Word Bank to complete each sentence.

1. Pilgrims _____ from England.
2. They planted _____ in the spring.
3. The Pilgrims grew _____ like corn.
4. Their feast was the first _____.
5. We _____ this holiday every year.

Word Bank: crops, Thanksgiving Day, celebrate, migrated, seeds

WORDS 11–20

Use the Word Bank to complete the paragraph.

The Pilgrims _____ (6.) Native Americans. They _____ (7.) crops. After the harvest, they had a _____ (8.). The Pilgrims _____ (9.) the Native Americans to the feast. The Pilgrims and Native Americans _____ (10.) the food.

Word Bank: shared, invited, met, planted, feast

4. Develop Language

REGULAR AND IRREGULAR PAST TENSE

	Present	Past
Regular	plant	planted
	farm	farmed
	share	shared
Irregular	meet	met
	grow	grew

Complete the sentences using the past tense of the verb.

11. The Pilgrims _____ the Native Americans. (meet)
12. They _____ seeds in the spring. (plant)
13. The Pilgrims _____ the land. (farm)
14. They _____ their own food. (grow)
15. They _____ the food. (share)

Unit 25 • Early Americans 191

Builds academic language through standards-based instruction in math, science, English, and social studies. Topics include: *Pilgrims, Idioms, Punctuation, Polygons,* and *Cells.*

Objectives

Language

- Learn the colors
- Practice writing the letters of the alphabet

Introduce the Big Idea

- Read aloud the Big Idea and have students repeat it after you.

Teach Look and Explore

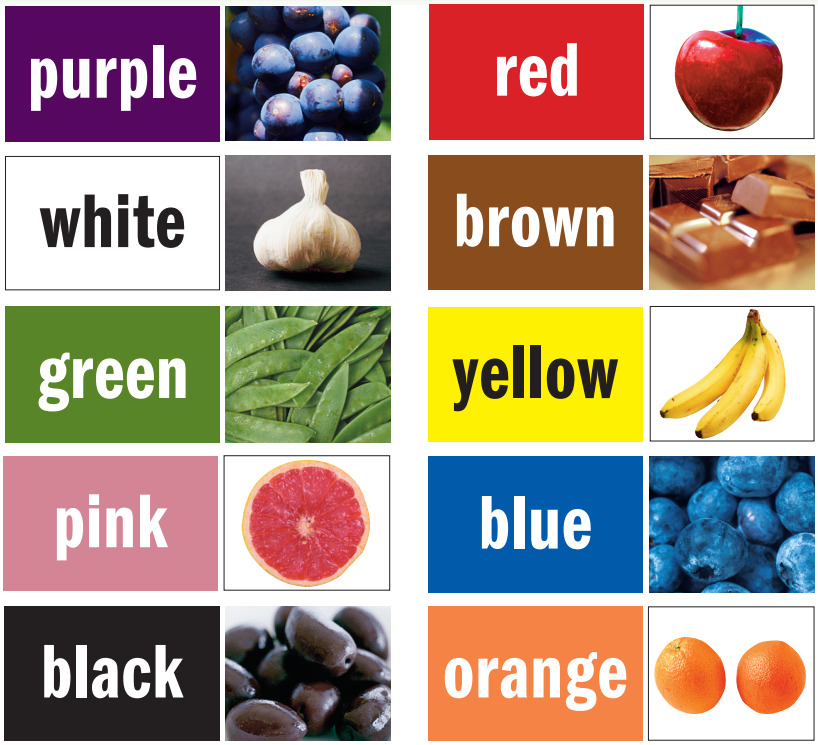
- Organize students into groups based on the color of clothing they are wearing.
- Write *colors* on the board. Point to each group of students and say the name of that group's color.
- Use a piece of chart paper to write the color names in their respective color. For example, write *purple* using a purple pen or pencil. As you write the color, say the word.
- Say each word on page 18 aloud and have students repeat it after you.
- For each color, make a sentence related to the picture. Say, *The grapes are purple.* Point to the corresponding picture for each sentence as you say it.
- Have students write the word for each color in their native language.

SAMPLE LESSON Readiness Level

D Colors

Big Idea Learn the words for colors.

1. Look and Explore



black, blue, brown, green, red, white, yellow = Dolch Sight Words

18 Readiness

Activity: Color Coding

Word Tiles

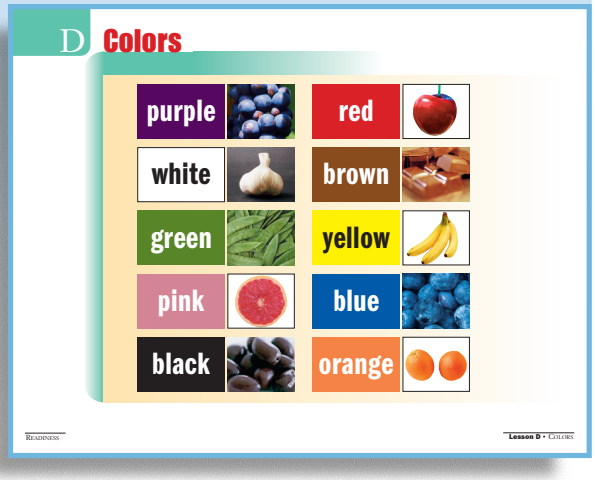
Give each pair of students the color Word Tiles. Ask them to go around the room and find items that are the color on the tile.

Challenge students to find three items for each color.

Small Group Instruction

Use the Lesson Card

Work with small groups to identify a color when it is said aloud. Say each color word and have students point to the word on the Lesson Card.



SAMPLE LESSON
Readiness Level

2. Say and Write

Say the color words. Then write them.

1. red
2. black
3. white
4. green
5. pink
6. orange
7. blue
8. brown
9. purple
10. yellow

Use the Word Bank to complete the sentences.

11. The grapes are purple.
12. The cherry is red.
13. The garlic is white.
14. The chocolate is brown.
15. The peas are green.
16. The bananas are yellow.
17. The grapefruit is pink.
18. The blueberries are blue.
19. The olives are black.
20. The oranges are orange.

Word Bank
brown
white
purple
orange
black
red
green
pink
yellow
blue

Assign Say and Write

- Review with students the names of the pictures on the Lesson Card.
- Then say aloud a color word and have students page through *ACCESS Newcomers* and find a picture with that color in it.
- Challenge students to complete the Say and Write activities on page 19 on their own. Have students use multicolored pencils or markers to write the word for each color.
- Find pictures of other items that are the colors introduced in this lesson.

Wrap Up and Assess

Language Production

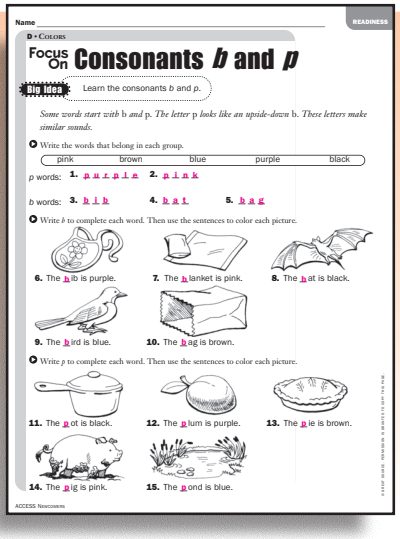
Word Tiles

- Distribute the color Word Tiles. Have students work in groups to match the Word Tiles to the pictures on page 18.
- Have students generate lists of other things that are the colors learned in this lesson. (*Example: blue—sky, ocean; green—grass, money, etc.*)

Program Resources

Lesson Transparency D
Student Practice Worksheet D ▶

- Write *b* and *p* on the board. Have students repeat the sounds of the letters after you.
- Encourage students to come up with words that start with each letter. Write them on the board.


Name
READINESS
D • COLORS
Focus On Consonants *b* and *p*
Big Idea Learn the consonants *b* and *p*.
Some words start with b *and* p. *The letter* p *looks like an upside-down* b. *These letters make similar sounds.*
Write the words that belong in each group.
pink brown blue purple black
p words: 1. purple 2. pink
b words: 3. bib 4. bat 5. bag
Write *b* to complete each word. Then use the sentences to color each picture.
6. The bib is purple. 7. The blanket is pink. 8. The bat is black.
9. The bird is blue. 10. The bag is brown.
Write *p* to complete each word. Then use the sentences to color each picture.
11. The pot is black. 12. The plum is purple. 13. The pie is brown.
14. The pig is pink. 15. The pond is blue.
ACCESS Newcomers

Review the Lesson

Put together a book made of colored construction paper. There should be a page for each color presented in this lesson. Provide students with magazines and ask them to cut out items that are the colors in the lesson and glue them to the correct color page.

Objectives

Social Studies

- Learn to say telephone number and home address

Language

- Practice giving personal information
- Practice making contractions with pronouns and *be*

Introduce the Big Idea

- Write, *Where are you from?* on the board. Next to it, write, *I am from* _____. Point to the location on a map.
- Focus on the map and invite students to stand and point to their native country.

Teach Look and Explore

- Focus on the picture. Introduce the girl pictured as Erica, a new student.
- Read the sentences about Erica while pointing to the pictures.
- Ask, *What country is Erica from? Where does she live now?*
- Introduce *address* and *phone number* using the same procedure.

Talk About Listen and Talk

- Review *Yes/No* questions from Lesson 2 by asking simple questions about students. (*Example: Is (student) from Mexico?*)
- Read aloud and have students repeat the sentences chorally.

SAMPLE LESSON Starting Out Level

3 About You

Big Idea Know your telephone number and home address.

1. Look and Explore

2. Listen and Talk

WORDS 1–10

1. Where are you from?
2. I am from Mexico.
3. Mexico is my home country.
4. I live in the city of St. Louis.
5. I live in a house.
6. Write your address.
7. My address is 10 Main Street.
8. Do you know your address?
9. My phone number is (555) 555-1234.
10. Read the questions.

WORDS 11–20

11. Talk to me.
12. Erica and Roberto are friends.
13. We are from Mexico.
14. They are from Chilé.
15. Roberto is a student, too.
16. I live in the United States.
17. We go to school together.
18. Tell me your phone number.
19. Say it again, please.
20. Thank you very much.

= Dolch Words

Activity: Who Am I?

Make up a new identity for each student on a slip of paper. Include:

- Name
- City
- Address
- Phone number

On the board, provide *wh-* questions for students to ask others. Distribute the slips of paper to students and have them elicit answers from three other students.

Small Group Instruction

Use the Lesson Card

Word **Tiles**

Pass out these Word Tiles: *country*, *city*, *phone number*, and *address*. Have students place the Word Tiles correctly on the picture.

SAMPLE LESSON
Starting Out Level

3. Read and Write

WORDS 1–10

Use the Word Bank to complete the conversation.

1. *Roberto*: Tell me **w h e r e** you are from.
2. *Erica*: I am **f r o m** Mexico. Now I live in St. Louis.
   Roberto: What is your address?
3. *Erica*: My **a d d r e s s** is 10 Main Street.
   Roberto: What is your phone number?
4. *Erica*: My **p h o n e n u m b e r** is (555) 555-1234.
5. *Roberto*: Please **w r i t e** down your phone number.

Word Bank
write
address
phone number
where
from

WORDS 11–20

Use the Word Bank to complete each sentence.

6. I **l i v e** in the United States.
7. I **t a l k** to my partner.
8. Erica **a n d** Roberto are friends.
9. **T e l l** me your phone number.
10. Say your name, **p l e a s e**.

Word Bank
tell
and
live
talk
please

4. Develop Language

CONTRACTIONS WITH PRONOUNS

Singular		Plural	
I am	= **I'm**	we are	= **we're**
you are	= **you're**	you are	= **you're**
he is	= **he's**	they are	= **they're**
she is	= **she's**		
it is	= **it's**		

Complete the sentences with contractions.

11. **I'm** from India. (I am)
12. **It's** my address. (It is)
13. **We're** students. (We are)
14. **You're** in my class. (You are)
15. **He's** a student, too. (He is)

Assign Read and Write

- Ask students to apply what they have learned by completing the Words 1–10 activity.
- Have students practice the dialogue with a partner, switching roles.
- Have students copy the words in Exercises 6–10 in their notebooks. Read and spell each of the words aloud as a class.
- Write on the board: *I am from* _____. *Now I live in* _____. Have students copy and complete the sentences in their notebooks. Then have students complete these sentences: *My address is* _____. *My phone number is* _____. Tell them to get help from a family member if necessary.

Teach Develop Language

Word **Tiles**

- Hold up the Word Tiles *I*, *you*, *he*, *she*, *it*, *we*, and *they* along with their corresponding verb forms of *be*.
- Have students practice blending the two words to form a contraction.

Wrap Up and Assess

Language Production

Post pictures of people from magazines on the board. Write personal information (country, city, address, and phone number) under each picture. Ask students questions about the pictures and have them answer orally.

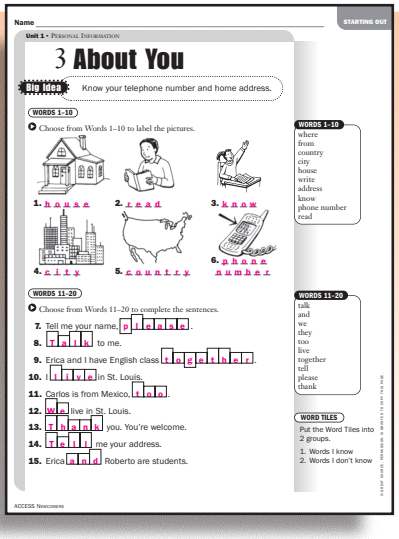
Program Resources

Assessment Book: Unit Test 19
Lesson Transparency 3
Student Practice Worksheet 3 ▶

- Ask students to complete the Words 1–10 and Words 11–20 activities.

Word **Tiles** **Sentence Strips**

- Have pairs of students read each Sentence Strip and find the Word Tile word in each sentence.


Name _____ STARTING OUT

Unit 1 • Personal Information

3 About You

Life Skills: Know your telephone number and home address.

WORDS 1–10

Choose from Words 1–10 to label the pictures.

1. h o u s e 2. r e a d 3. k n o w
4. c i t y 5. c o u n t r y 6. p h o n e n u m b e r

WORDS 1–10: where, from, country, city, house, write, address, know, phone number, read

WORDS 11–20

Choose from Words 11–20 to complete the sentences.

7. Tell me your name, p l e a s e.
8. T a l k to me.
9. Erica and I have English class t o g e t h e r.
10. I l i v e in St. Louis.
11. Carlos is from Mexico, t o o.
12. We live in St. Louis.
13. T h a n k you. You're welcome.
14. T e l l me your address.
15. Erica a n d Roberto are students.

WORDS 11–20: talk, and, we, they, too, live, together, tell, please, thank

WORD TILES

Put the Word Tiles into 2 groups.
1. Words I know
2. Words I don't know

ACCESS Newcomers

Review the Unit

Word **Tiles**

Distribute the Word Tiles from Unit 1 to students in small groups. Have students put the Word Tiles facedown in a pile. Ask students to take turns picking a Word Tile and using that word in a sentence. Encourage students to listen to their classmates carefully and to correct any mistakes.

Objectives

Social Studies

- Recognize Earth's landforms
- Describe characteristics of different landforms

Language

- Know when to use the pronouns *it* and *they*

Introduce the Big Idea

- Read aloud the Big Idea. Have students repeat it after you.
- Post magazine pictures around the classroom or show a topographical map to illustrate landforms.

Teach Look and Explore

- Direct students' attention to each picture. Have students repeat the words after you while touching the pictures.
- Read the terms aloud again and this time read the sentences that go with them.

Talk About Listen and Talk

- Slowly read aloud the sentences and have students repeat them after you.
- Use drawings to help explain what each sentence means. For example, show the difference between a *tall* and *steep* mountain and a smaller *hill*.
- Ask partners to read the sentences to each other.

37 Landforms

SAMPLE LESSON Getting Ready Level

Big Idea Earth has different landforms.

1. Look and Explore

2. Listen and Talk

WORDS 1–10

1. **Mountains** are tall and steep.
2. **Hills** are smaller than mountains.
3. That **area** of land is a plain.
4. A **plain** is an area of flat land.
5. She looks down at the **canyon.**
6. An area of dry land is a **desert.**
7. Sand **covers** a desert.
8. An **island** is surrounded by water.
9. Water **surrounds** an island.
10. The **shore** is the land next to the sea.

WORDS 11–20

11. **Soil** covers a plain.
12. **Grass** grows in soil.
13. The surface of a plain is **flat.**
14. That canyon is **deep.**
15. The sides of mountains are **steep.**
16. The **sand** on the beach is tan.
17. Sand covers the **beach.**
18. **Rocks** cover the ground.
19. Rocks are made of **hard** material.
20. The sand feels **soft.**

Activity: Human Landforms

Teach students how to use their hands to represent each landform in this lesson (*hill*, *mountain*, *plain*, *canyon*, *desert*, *island*, *shore*). For example, have students make a peak with their hands to show a mountain. Have students stand in a circle with a volunteer in the middle. The volunteer should walk around the circle and point to a student while saying the name of a landform. The selected student should make the landform named with his or her hands.

Small Group Instruction

Use the Lesson Card

Word Tiles

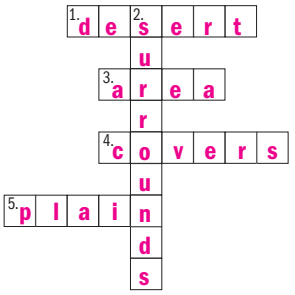
In a small group, have students draw pictures of and label each landform in their notebooks using the Word Tiles to help.

SAMPLE LESSON Getting Ready Level

3. Read and Write

WORDS 1–10

Use the Word Bank to complete the crossword puzzle.



ACROSS

1. an area of dry land
3. a part of a place
4. spreads over something
5. a flat area of land

DOWN

2. is all around something

Word Bank

covers
surrounds
plain
desert
area

WORDS 11–20

Use the Word Bank to write the word that describes the things.

6. a swimming pool, a canyon, an ocean ___deep___
7. a desk's surface, a plain, the floor ___flat___
8. a mountain, a ski hill, stairs ___steep___
9. a helmet, rocks, steel ___hard___
10. a bed, sand, your skin ___soft___

Word Bank

deep
soft
flat
hard
steep

4. Develop Language

USING *IT* OR *THEY*

Use	To tell about
it	1 thing *The mountain* is steep. *It* is steep.
they	more than 1 thing *Mountains* are steep. *They* are steep.

Complete the sentences with *it* or *they*.

11. ___It___ is flat. (a plain)
12. ___They___ are deep. (canyons)
13. ___It___ surrounds an island. (water)
14. Farmers plant crops in ___it___. (soil)
15. ___They___ are not as big as mountains. (hills)

Assign Read and Write

- Read aloud the clues in the crossword puzzle and have students fill in the words.
- Have pairs of students work together to complete the Words 11–20 activity. Encourage them to discuss the clues and how the words relate to one another.
- Go over the answers as a class.

Teach Develop Language

- Read aloud the sentences in the chart and ask students to repeat them after you. Emphasize how to replace single and plural nouns with pronouns.
- Model some examples for students on the board: *The school is open. The buses are late.* Explain when to use *it* and *they* as substitutes.
- Allow students to practice what they learned by completing the Develop Language activity.

Wrap Up and Assess

Language Production

- Give each student a set of Word Tiles. Ask students to pull out *mountains*, *plain*, *canyon*, *desert*, and *island*.
- These five words will be category headings. Ask students to organize the rest of the words into these five groups.

Program Resources

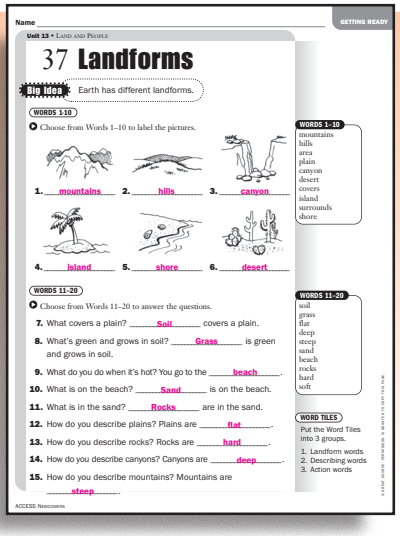
Lesson Transparency 37

Student Practice Worksheet 37 ▶

- Ask students to complete the Words 1–10 and Words 11–20 activities.

Word Tiles | Sentence Strips

- Ask students to sort the Word Tiles by number of syllables. Have students in small groups read the Sentence Strips.


Name _____ GETTING READY

Unit 13 • Land and People

37 Landforms

Big Idea Earth has different landforms.

WORDS 1-10

Choose from Words 1–10 to label the pictures.

1. mountains 2. hills 3. canyon
4. island 5. shore 6. desert

WORDS 11-20

Choose from Words 11–20 to answer the questions.

7. What covers a plain? Soil covers a plain.
8. What's green and grows in soil? Grass is green and grows in soil.
9. What do you do when it's hot? You go to the beach.
10. What is on the beach? Sand is on the beach.
11. What is in the sand? Rocks are in the sand.
12. How do you describe plains? Plains are flat.
13. How do you describe rocks? Rocks are hard.
14. How do you describe canyons? Canyons are deep.
15. How do you describe mountains? Mountains are steep.

WORDS 1-10: mountains, hills, area, plain, canyon, desert, covers, island, surrounds, shore

WORDS 11-20: soil, grass, flat, deep, steep, sand, beach, rocks, hard, soft

WORD TILES

Put the Word Tiles into 3 groups.

1. Landform words
2. Describing words
3. Action words

ACCESS Newcomers

Review the Lesson

Divide the class into five groups. Assign one type of landform (*mountains*, *plain*, *desert*, *canyon*, *island*) to each group. Have students work together to create a short presentation on their assigned landform. Their report should define it, describe it, and name an example, if possible.

Objectives

History

- Learn how Pilgrims came to North America

Language

- Learn regular and irregular past tense verb forms

Introduce the Big Idea

- Read aloud the title and the Big Idea. Ask students to repeat them after you.
- Tell students that Pilgrims came to America to make a better life for themselves.
- Connect to students by talking about their own immigration experiences.

Teach Look and Explore

- Slowly read aloud each sentence as you point to the pictures. Ask students to repeat after you.
- Check students' comprehension. Ask, *Who came to America? Where did the Pilgrims come from? Who did they meet?*

Talk About Listen and Talk

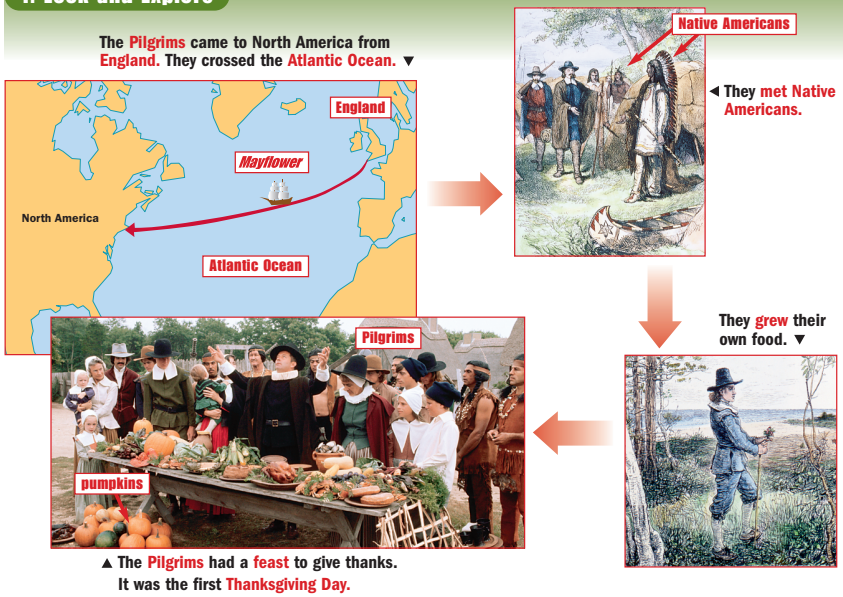
- Slowly read aloud the sentences while pointing to the pictures.
- Have pairs look at the sentences and say each red word.
- Have partners take turns reading the sentences to each other.

75 Pilgrims

SAMPLE LESSON School Readiness Level

Big Idea The Pilgrims came to America from Europe. They crossed the Atlantic Ocean. They met Native Americans.

1. Look and Explore



▲ The Pilgrims had a feast to give thanks. It was the first Thanksgiving Day.

2. Listen and Talk

WORDS 1–10

1. The **Pilgrims** came to North America.
2. They came, or **migrated,** from England.
3. The Pilgrims came from **England.**
4. The Pilgrims crossed the **Atlantic Ocean.**
5. Their boat was called the ***Mayflower.***
6. The Pilgrims met **Native Americans.**
7. They planted **seeds** in the spring.
8. The Pilgrims grew **crops,** such as corn.
9. Their feast was the first **Thanksgiving Day.**
10. We **celebrate** this holiday every year.

WORDS 11–20

11. The Pilgrims **met** Native Americans.
12. The Pilgrims **farmed** the land.
13. They **planted** crops, like corn and squash.
14. They **grew** their own food.
15. They **invited** Native Americans.
16. Together, they **shared** the food.
17. The Pilgrims had a **feast** to give thanks.
18. They ate vegetables, such as **corn.**
19. The Pilgrims grew **pumpkins.**
20. We now eat **turkey** on Thanksgiving Day.

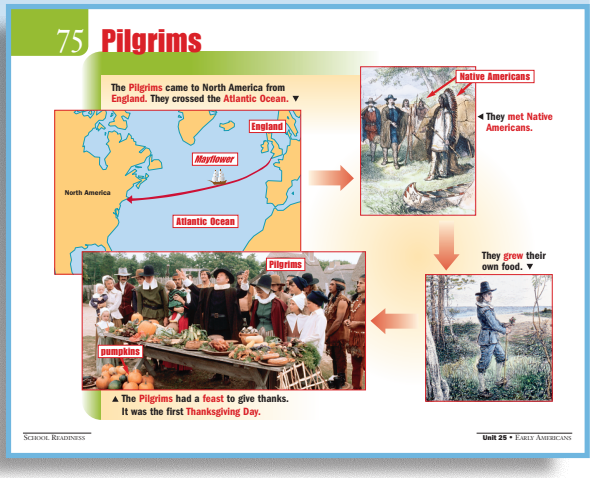
Activity: Messenger

Divide the class into groups of three students. Give one student from each group five Words 11–20 Sentence Strips. Have that student read each sentence to a team member. The second team member should walk to the other side of the room and relay the sentence to the third student who will write it on piece of paper. The team that writes the five sentences correctly first wins.

Small Group Instruction

Use the Lesson Card

In small groups, have students identify the people, places, things, and actions they know on the front of the card. Model pronunciation and allow enough time for students to repeat each word.



SAMPLE LESSON School Readiness Level

3. Read and Write

WORDS 1–10

Use the Word Bank to complete each sentence.

1. Pilgrims ___migrated___ from England.
2. They planted ___seeds___ in the spring.
3. The Pilgrims grew ___crops___ like corn.
4. Their feast was the first ___Thanksgiving Day___.
5. We ___celebrate___ this holiday every year.

Word Bank
crops
Thanksgiving Day
celebrate
migrated
seeds

WORDS 11–20

Use the Word Bank to complete the paragraph.

The Pilgrims ___met___ (6.) Native Americans. They ___planted___ (7.) crops. After the harvest, they had a ___feast___ (8.). The Pilgrims ___invited___ (9.) the Native Americans to the feast. The Pilgrims and Native Americans ___shared___ (10.) the food.

Word Bank
shared
invited
met
planted
feast

4. Develop Language

REGULAR AND IRREGULAR PAST TENSE

	Present	Past
Regular	plant	planted
	farm	farmed
	share	shared
Irregular	meet	met
	grow	grew

Complete the sentences using the past tense of the verb.

11. The Pilgrims ___met___ the Native Americans. (meet)
12. They ___planted___ seeds in the spring. (plant)
13. The Pilgrims ___farmed___ the land. (farm)
14. They ___grew___ their own food. (grow)
15. They ___shared___ the food. (share)

Assign Read and Write

- Have students complete the Words 1–10 activity individually.
- Go over the answers as a class. Ask volunteers to read their answers aloud.
- Have students complete the Words 11–20 activity with a partner.

Teach Develop Language

- Read aloud the words in the chart and ask students to repeat them after you.
- Point out that some verbs, such as *meet* and *grow*, are irregular in the past tense.
- Have students practice what they learned by completing the Develop Language activity.
- Then have them read their sentences aloud to a partner.

Wrap Up and Assess

Language Production

Word **Tiles**

Distribute Word Tiles 1–20 to small groups of students. Have students put the Word Tiles facedown in a pile. Ask students to take turns picking a Word Tile and using that word in a sentence about Pilgrims.

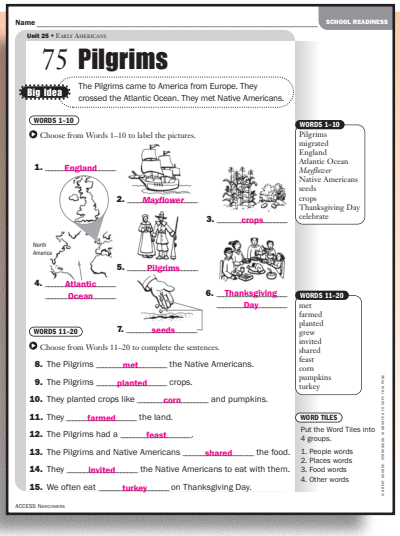
Program Resources

Assessment Book: Unit Test	**67**
Lesson Transparency	**75**
Student Practice Worksheet	**75** ▶

- Ask students to complete the Words 1–10 and Words 11–20 activities.

Sentence Strips

- Have students use the Sentence Strips to practice telling the story of the Pilgrims to one another.


Name _____ SCHOOL READINESS

Unit 25 • Early Americans

75 Pilgrims

Big Idea: The Pilgrims came to America from Europe. They crossed the Atlantic Ocean. They met Native Americans.

WORDS 1–10

Choose from Words 1–10 to label the pictures.

1. England
2. Mayflower
3. crops
4. Atlantic Ocean
5. Pilgrims
6. Thanksgiving Day
7. seeds

WORDS 1–10
Pilgrims
migrated
England
Atlantic Ocean
Mayflower
Native Americans
seeds
crops
Thanksgiving Day
celebrate

WORDS 11–20
met
farmed
planted
grew
invited
shared
feast
corn
pumpkins
turkey

WORDS 11–20

Choose from Words 11–20 to complete the sentences.

8. The Pilgrims ___met___ the Native Americans.
9. The Pilgrims ___planted___ crops.
10. They planted crops like ___corn___ and pumpkins.
11. They ___farmed___ the land.
12. The Pilgrims had a ___feast___.
13. The Pilgrims and Native Americans ___shared___ the food.
14. They ___invited___ the Native Americans to eat with them.
15. We often eat ___turkey___ on Thanksgiving Day.

WORD TILES

Put the Word Tiles into 4 groups.

1. People words
2. Places words
3. Food words
4. Other words

ACCESS Newcomers

Review the Lesson

Word **Tiles**

Divide the class into four small groups. Give each group a set of Word Tiles. Ask each group member to tell one part of the Pilgrim story.

Assemble students in a circle and have them recount the story in their own words.

Pacing Adapts to Your Teaching Needs

The multiple starting points in ***ACCESS Newcomers*** encourage teachers to pace the program according to students' needs and abilities. Lesson pace is also flexible depending on variables such as the teaching environment, student experience, and ability.

SUGGESTED PACING

Teaching Environment	Lesson Pacing	Lessons Covered in One Year	Levels Covered in One Year
One-on-one Tutoring	1 lesson per week (40–50 min)	36	1
Small Group	2 lessons per week (2 x 40 min)	72	2
Whole Class	4 lessons per week (one per content area class) (4 x 40 min)	108	3
Newcomer Center	4 lessons per week (4 x 40 min)	120	4

MODEL DAILY LESSON PLAN

Monday	Tuesday	Wednesday	Thursday	Friday
1. Look and Explore	2. Listen and Talk	3. Read and Write	4. Develop Language	*Review*

Scope and Sequence of *ACCESS Newcomers*

Lesson	Big Idea	Words	Develop Language
Readiness			
A: Saying the Alphabet	Say the letters of the alphabet.	apple, bug, cat, door, eggs, fish, goat, horse, igloo, jam, kite, lamp, mop, nap, owl, pots, quiz, rainbow, seal, train, umbrella, vase, wagon, x-ray, yarn, zebra	Phonics: Short Vowel Sounds
B: Writing the Alphabet	Write the letters of the alphabet.	Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz	Phonics: Long Vowel Sounds
C: Days and Months	Say and write the days and the months.	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, January, February, March, April, May, June, July, August, September, October, November, December	Phonics: Consonants *j* and *m*
D: Colors	Learn the words for colors.	purple, red, white, brown, green, yellow, pink, blue, black, orange	Phonics: Consonants *b* and *p*
E: Common Verbs	Find out the meanings of common verbs.	call, say, clean, drink, eat, draw, play, jump, walk, run, carry, fall, pull, see, sing, read, ask, hold, take, buy	Phonics: Consonants *d* and *s*
F: Useful Words	Learn useful English words.	a, an, the, above, below, down, in, up, out, off, by, over, into, at, to, under, on	Phonics: Short and Long Vowel Sounds
G: Numbers 0–100	Say and write numbers zero to one hundred.	zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	Phonics: Consonants *f* and *t*
H: Add and Subtract	Add and subtract numbers one through ten.	plus, minus, equals/is	Phonics: *r*-controlled Vowel Sounds
I: Multiply and Divide	Multiply and divide by numbers one through ten.	times, divided by, equals/is	Phonics: Long *e* and Long *i* Sounds
J: World Map	Learn the names of the world's continents and oceans.	Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, north, east, south, west	Phonics: Long Vowel Sounds
K: U.S. Map	Learn the names of the fifty U.S. states.	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	Phonics: Vowel Pair: *ou*
L: Parts of the Body	Say and write the parts of the body.	fingers, wrist, elbow, hand, eye, chin, arms, nose, ear, mouth, hair, neck, foot, toes, legs, ankle, knee, stomach, head, teeth, chest, shoulder, lip	Phonics: Consonants Pairs: *th* and *ch*
Starting Out			
1: My Class	Meet the people in my class.	meet, class, student, teacher, partner, friend, boy, girl, who, what, name, I, your, my, you, am, is, are, a, the	*Be*
2: Greetings	Greet your friends.	welcome, morning, afternoon, evening, hello, how, fine, great, good, goodbye, he, she, his, her, not, it, yes, no, nice, have	*Yes/No* Questions with *Am, Are, Is*
3: About You	Know your telephone number and home address.	where, from, country, city, house, write, address, know, phone number, read, talk, and, we, they, too, live, together, tell, please, thank	Contractions with Pronouns
4: Things at School	Things at school help us learn.	pencil, eraser, pen, paper, notebook, book, desk, chair, board, chalk, go, again, to, bring, get, upon, put, use, give, here	Negative Contractions
5: Places at School	You can name the places at your school.	classroom, bathroom, office, gym, cafeteria, field, library, locker, stairs, hall, may, find, ask, come, need, me, him, her, us, them	Object Pronouns
6: School Schedule	We follow a schedule at school.	schedule, attend, math, English, science, gym, history, subject, art, study, hurry, early, late, when, now, once, or, full, done, over	Prepositions of Time
7: Whole Numbers	We use whole numbers to count things.	whole number, count, digits, place, value, chart, thousands, hundreds, tens, ones, numbers, every, each, shows, say, came, fans, score, players, there	Using *There Is* and *There Are*
8: Comparing and Ordering	We use numbers to compare and order things.	compare, order, ordinal, first, second, third, fourth, fifth, greatest, least, more, than, fewer, pies, most, which, prize, eat, contest, ate	Comparing Using *More Than/ Less Than*
9: Money	We use bills and coins to buy things.	buy, pay, much, costs, dollars, change, quarter, dime, nickel, penny, this, that, those, these, sale, total, price, bill, coins, cashier	Using *This/That/ These/Those*

Scope and Sequence of *ACCESS Newcomers*

Lesson	Big Idea	Words	Develop Language
10: School Nurse's Office	The nurse helps you when you get sick or hurt.	headache, stomachache, cold, coughing, sneezing, bleeding, hurt, pain, myself, yourself, feel, sick, well, ill, matter, fever, has, cut, bandage, nurse	Using *Has/Have*
11: Doctor's Office	Talk about your health with a doctor.	sore, visit, appointment, weak, chills, temperature, thermometer, flu, medicine, aspirin, doctor, patient, health, advice, got, should, rest, as, better, soon	Using *Should/Shouldn't*
12: Emergency!	You need to know what to do in an emergency.	accident, emergency, injury, broken, ambulance, break, paramedic, hospital, sprained, police, call, for, help, happened, fell, let, pull, does, did, must	Questions with *Do/Does*
13: Getting Around	There are many ways to get around town.	bus stop, bus, train, subway, station, taxi, bicycle, car, sidewalk, street, around, drives, ride, walk, by, wait, far, near, stops, goes	Present-Tense Verbs
14: Places In Town	We have many places to go in our town.	downtown, restaurant, park, movie theater, store, museum, post office, mall, bank, gas station, at, see, could, corner, found, across, right, left, next to, between	Prepositions of Place
15: What People Do	People have different jobs.	jobs, mail carrier, trash collector, police officer, artist, pilot, crossing guard, factory worker, works, gardener, airplane, plants, delivers, mail, collects, keep, paint, fly, want, grow	*Wh* Questions with *Do* and *Does*
16: At the Grocery Store	You shop for food at the grocery store.	list, juice, cheese, fruit, vegetables, soup, butter, milk, sugar, bread, grocery, cart, of, many, few, much, a lot, any, some, our	Using *Some/Any*
17: Meals	Let's talk about meals.	breakfast, lunch, dinner, plate, cup, glass, fork, knife, spoon, napkin, meals, drinks, makes, made, usually, often, sometimes, never, always, rarely	Adverbs of Frequency
18: Clothes Shopping	We shop for clothes to wear.	wear, shirt, skirt, pants, jeans, socks, belt, dress, shoes, sweater, like, hate, try on, large, yours, small, old, new, pretty, ugly	Present Continuous Verbs
19: Add and Subtract	Add to find the sum. Subtract to find the difference.	add, addends, plus, subtract, minus, sum, difference, signs, answer, equals, big, little, fish, combine, tank, had, gave, leave, away, left	Commands
20: Multiply and Divide	Multiply to find the product. Divide to find the quotient.	multiply, factors, times, product, divide, divided by, equal, quotient, parts, remainder, eggs, hold, into, dozen, pals, equally, all, left over, extra, only	Definite/indefinite Articles
21: Rounding Numbers	You can round numbers.	round, estimate, nearest ten, close to, less, greater, number line, nearest hundred, round up, round down, down, almost, just, their, counted, geese, false, true, correct, incorrect	Irregular Plurals
22: How's the Weather?	We talk about the weather.	weather, sunny, hot, warm, cool, cold, rainy, cloudy, clear, freezing, up, forecast, also, if, will, won't, going, inside, outside, umbrella	Using *Will* and *Won't* with *If*
23: Storms	Storms cause terrible weather.	storm, hurricane, thunderstorm, lightning, blizzard, snowing, tornado, radio, warning, windy, dark, light, saw, run, ran, heard, alarm, said, shelter, went	Signal Words
24: Seasons	You can do different activities during each season.	winter, starts, summer, fall, autumn, spring, seasons, ends, favorite, activity, can, can't, play, shall, would, wish, leaves, garden, going, sledding	Using *Can* and *Can't*
25: Family	Talk about the members of your family.	family, parents, father, mother, sister, brother, uncle, aunt, cousin, grandparents, both, sitting, standing, siblings, beautiful, handsome, thin, heavy, young, long	Positive Short Answers
26: Things to Do at Home	We do many things at home.	washing, sleeping, listening, relax, jumping, fixing, singing, enjoy, practicing, watching, do, hobby, free, busy, fun, nothing, anything, something, anyone, someone	Present Tense Verbs
27: Places at Home	Learn the names of places in your home.	living room, family room, bedroom, kitchen, dining room, yard, garage, attic, wall, floor, messy, tidy, above, below, behind, front, under, sofa, lamp, sink	Questions with *Is There/ Are There*
28: How We Act	Friends have different character traits.	kind, generous, selfish, strict, mean, serious, funny, friendly, quiet, shy, act, looks, frowning, seem, smiling, laughing, so, shares, think, joke	Negative Short Answers
29: How We Feel	People have different emotions.	upset, nervous, happy, sad, embarrassed, excited, bored, lonely, angry, confused, been, why, because, feelings, be, but, mind, don't, wrong, mood	Adjectives
30: Talk About It	You can express your emotions.	bothering, counselor, express, letter, care, argue, agree, fight, make up, apologize, messages, sorry, about, alone, with, yourselves, himself, herself, themselves, ourselves	Articles *A* and *An*
31: The Calendar	We have special ways to say dates in English.	calendar, date, birthday, born, arrived, graduated, year, month, days, week, party, was, were, in, ago, today, yesterday, tomorrow, last, until	Simple Past with *Was/Were*
32: Time	We use special words to tell time.	clock, little hand, big hand, seconds, minutes, hours, time, watch, sunrise, sunset, A.M., P.M., noon, midnight, thirty, quarter to, quarter after, o'clock, fast, slow	Prepositions

Lesson	Big Idea	Words	Develop Language
33: Problem-solving Plan	Math problems can be easy if you have a strategy.	problem, its, clues, understand, plan, solve, right, thinks, try, make sense, over, own, looks for, best, way, difficult, easy, pick, guess, check	Adverbs
34: Computers	Learn to use computer words.	keyboard, monitor, screen, printer, cursor, mouse, disk drive, diskette, window, switch, on, click, type, file, save, open, close, documents, print, off	Using *Don't/Doesn't*
35: Lab Safety	We need to follow safety rules in the science lab.	behave, careful, rules, attention, goggles, apron, gloves, exit, fire extinguisher, dangerous, safe, very, spill, allowed, prohibited, protect, hands, in case, fire, drill	Commas
36: Do an Experiment	We learn about science by doing experiments.	experiment, directions, follow, step, vinegar, baking soda, learn, gas, before, after, first, pour, then, next, drop, back, observe, mix, finally, find out	Order Words
Getting Ready			
37: Landforms	Earth has different landforms.	mountains, hills, area, plain, canyon, desert, covers, island, surrounds, shore, soil, grass, flat, deep, steep, sand, beach, rocks, hard, soft	Using *It* or *They*
38: Bodies of Water	Different bodies of water cover the Earth.	oceans, body, sea, lake, pond, river, stream, salt water, salt, fresh water, waves, tide, surf, rough, smooth, floating, fishing, swimming, shallow, run into	Using *Go* or *Goes* with *ing* Verbs
39: Cultures	People around the world have different cultures.	cultures, traditions, art, beliefs, generations, ethnic, custom, food, dance, music, elders, grandchildren, memories, passed down, stories, relatives, special, style, dress, cooking	Asking *Do/Does* Questions
40: Letters and Sounds	Vowels and consonants make special sounds.	alphabet, letters, vowels, consonants, short vowels, long vowels, like, cluster, blend, rhyme, sounds, hear, speak, final, cake, silent, pair, boat, glad, cat	Answering *Does* Questions
41: Alphabetical Order	We use alphabetical order to organize lists of things.	alphabetical, particular, alphabetize, convenient, arranged, ordered, flights, attendance, glossary, appears, ABC's, sort, position, last names, place, toward, goes before, goes after, goes between, start with	*Go* or *Goes*
42: Spelling Basics	Learn the spelling of action words occurring right now.	tenses, everyday, continuous, present simple, present continuous, in general, guide, double, delete, ending, occurring, flying, raking, clapping, doing, right now, moment, present, spell, misspell	Present Continuous Sentences
43: Bar Graphs	Bar graphs compare different information.	information, poll, tally marks, bar graph, results, title, axis, label, scale, bars, prefer, popular, soccer, majority, football, baseball, several, tennis, couple, hockey	Possessive Nouns
44: Showing Data	You can display data in many different ways.	survey, gather, data, record, show, display, illustrate, table, pictograph, circle graph, mascot, decide, ballots, stand for, pictures, sections, falcons, tiger, dog, votes	Personal Pronouns
45: Finding Averages	We have many ways to describe data.	set, summarize, average, mean, range, modes, line plot, median, values, outlier, gap, occurs, highest, lowest, height, middle, tall, short, tallest, shortest	Superlatives
46: Healthy Foods	Eating nutritious food keeps you healthy.	habits, diet, calcium, bones, nutritious, servings, vitamins, well-balanced, ingredients, sweets, healthy, snack, natural, fresh, strong, skips, artificial, unhealthy, tired, avoids	*Has/Have*
47: Fitness and Exercise	You can stay in shape by exercising regularly.	fitness, athlete, team, physical, muscles, helmet, pads, active, flexible, stretch, daily, body, practice, work out, warm up, weights, exercise, jog, in shape, fit	Making Present Continuous Verbs
48: Germs and Hygiene	Practice good hygiene to prevent the spread of germs.	cause, germs, hygiene, prevents, cover, bacteria, spread, soap, brush, toothbrush, everywhere, enter, everything, remove, fingernails, touch, skin, kill, else, harmful	Gerunds
49: Washington, D.C.	Our nation's capital is full of history.	Washington, D.C., capital, District of Columbia, Capitol, Library of Congress, Washington Monument, Lincoln Memorial, statue, memorial, tourists, district, located, historic, building, memory, built, named after, honor, bloom, tour	*For/To*
50: Holidays	Holidays honor people and special events in history.	holidays, Independence Day, celebration, Martin Luther King, Jr., Day, observed, Veterans Day, uniforms, Valentine's Day, costumes, Halloween, parade, fireworks, fought, speech, soldiers, wars, sweetheart, flowers, equal rights, candy	Using *In, At,* or *On*
51: Our Nation's Symbols	Our nation's symbols represent the ideas of our country.	symbols, forefathers, founded, represents, anthem, seal, Statue of Liberty, Pledge of Allegiance, salute, bald eagle, colors, stars, independence, stripes, hangs, patriotic, national, pledge, proud, reminds	Simple Present Tense
52: Parts of Speech	Sentences have different parts of speech.	parts of speech, noun, verb, adverb, article, preposition, conjunction, pronoun, adjective, interjection, names, action, describes, precedes, joins, excitement, replaces, chased, rapidly, catch	Using *In* or *At* for Places

Scope and Sequence of *ACCESS Newcomers*

Lesson	Big Idea	Words	Develop Language
53: Sentences	A sentence has a subject and a predicate.	sentence, consists, subject, predicate, phrase, related, look, simple sentence, includes, compound sentence, identity, complete sentence, incomplete, gymnast, flips, links, lands, receives, dull, interesting	Sentence Parts
54: Phrasal Verbs	Phrasal verbs have special meanings.	phrasal verbs, formed by, unique, followed by, separated, go between, able, recognize, all the time, once in a while, take out, put away, pick up, put down, turn on, turn off, sit down, stand up, hand in, hand out	*It* and *Them*
55: Fractions	A fraction is a way of showing part of a whole.	fraction, denominator, numerator, top, bottom, equivalent fractions, reduce, simplest form, common, whole, complete, slice, pizza, part, pieces, one half, one third, one fourth, one eighth, one tenth	Saying Fractions
56: Decimals	Decimal numbers show parts of a whole.	decimals, decimal points, dot, decimal places, time clock, tenths, hundredths, in order, line up, comparison, race, times, runners, slowest, fastest, higher, lower, record, sprints, finish line	Saying Decimals
57: Percents	You can convert decimals and fractions to percents.	percent, per, portion, percent symbol, grid, ratio, convert, rewrite, equivalent, shift, shaded, determine, moves over, follows, same, different, grades, hundred, fifty, fifteen	Using *Has/Have* To
58: Water Cycle	The water cycle has four main stages.	cycle, water, stages, evaporation, condensation, precipitation, collection, vapor, clouds, repeats, turns into, rises, dew, sky, form, falls, raindrops, snowflakes, ground, puddles	Regular and Irregular Past Tense Forms
59: Ecosystems	Living things interact in an ecosystem.	system, rain forest, environment, species, humans, interact, animals, insects, survive, plant life, connected, cut down, lumber, logging, destroys, depend on, living, preserve, extinct, endangered	Verbs and Nouns
60: The Solar System	The solar system is made up of the sun, stars, and planets.	solar system, planets, rotates, revolve, orbit, star, billion, sustains, comets, satellite, sun, moon, spins, path, shine, gives off, space, rings, object, gases	*There Is/Are*
61: American People	America is a land of immigrants.	immigrants, races, ancestors, descended, differences, similarities, diversity, prejudice, ideal, unity, native, nations, original, origin, mixture, flag, adapt, hold on, Latinos, African Americans	Nationalities
62: American Regions	The United States is made up of many regions.	region, major, features, for example, Northeast, Southeast, Midwest, Northwest, Southwest, climate, rainfall, dry, extreme, humid, mild, farmland, factories, cactus, alligators, forests	Names of Regions
63: U.S. Geography	Learn about the physical features of the United States.	geography, borders, Canada, Mexico, Gulf of Mexico, Rocky Mountains, Appalachian Mountains, chains, Mississippi River, Colorado River, physical, labeled, legend, shown, drawn, Grand Canyon, landforms, national parks, such as, Yellowstone	Passive Verb Forms
64: Using a Dictionary	Learn how to look up words in a dictionary.	dictionary, define, guide words, entry, definition, synonym, antonym, opposite, plural form, past tense, look up, meaning, bold, given, listed, scan, example, used, divided into, huge	Asking Questions with *Do/Does*
65: Using the Library	Learn to find resources in a library.	collection, librarian, catalog, search, title, author, call number, subject, encyclopedias, reference, borrow, shelves, loan, check out, library card, due date, return, atlas, newspaper, magazine	Short Answers with *Can*
66: Using the Internet	Learn to use the internet to find information.	Internet, Web, WWW, web browser, web address, search engine, key words, websites, scroll, link, surf, offers, browse, button, caution, well known, rely on, permission, give out, private	Imperatives
67: Length	We can measure length and distance.	length, inch, foot, feet, yards, meter, mile, kilometer, centimeters, millimeters, measure, distance, ruler, caterpillar, yardstick, longer, shorter, tape measure, long, block	Comparative vs. Superlative
68: Weight and Mass	We can measure the weight and mass of objects.	weight, scale, balance, ounce, pound, ton, mass, gram, kilogram, metric ton, weigh, heavy, light, elephant, stamps, infant, heavier, lighter, size, really	Saying How Much Something Weighs
69: Capacity	Capacity is a measure of how much a container can hold.	capacity, units, fluid ounce, cup, pint, quart, half gallon, gallon, liter, milliliters, customary, metric, liquids, holds, contains, empty, fill, measuring cup, tablespoon, teaspoon	Using *Some* and *Any*
70: Farming	Farmers grow crops and raise animals.	farming, farmers, harvest, grains, livestock, meat, fabric, dairy, herd, cattle, barn, hay, feed, chickens, beef, pork, rice, leather, wheat, wool	Using *Is* or *Are*
71: Pollution	Pollution harms the environment.	pollution, litter, trash, smog, exhaust, released, chemicals, toxins, pollute, harm, garbage, wrappers, toss, dirty, land, ruin, air, smoke, fouls, clean	Using *It* or *They*
72: Recycling	Learn what materials can be recycled.	throw away, materials, recycle, reuse, landfill, plastic, glass, aluminum, tin, paper, garbage can, recycling bin, containers, bags, jars, cans, boxes, valuable, bottles, deposit	*Able* Words

Lesson	Big Idea	Words	Develop Language
School Readiness			
73: Native Americans	North Americans settled North America. They used the resources of the land.	settled, Indians, belong to, tribes, tipis, wigwams, chief, ceremony, resources, buffalo, villages, members, nature, feathers, hunted, gathered, moccasins, clay, hides, bows	Past Tense Verbs
74: European Settlers	European settlers came to North America for many reasons.	European, ships, settlers, control, gold, religion, worship, colony, cotton, tobacco, traded, along, fur, chance, slaves, forced, escape, free, poor, rich	Past Tense Questions with *Did*
75: Pilgrims	The Pilgrims came to America from Europe. They crossed the Atlantic Ocean. They met Native Americans.	Pilgrims, migrated, England, Atlantic Ocean, *Mayflower,* Native Americans, seeds, crops, Thanksgiving Day, celebrate, met, farmed, planted, grew, invited, shared, feast, corn, pumpkins, turkey	Regular and Irregular Past Tense
76: Sounds and Syllables	Learning the sounds and syllables of words helps you pronounce them.	pronounce, similar, beginning, ending, patterns, syllables, pronunciation, separate, tongue, aloud, basis, sound out, voice, slowly, quickly, clearly, take apart, put together, loudly, softly	Adjectives and Adverbs
77: Singular and Plural	Nouns have singular and plural forms. Some plural forms are irregular.	singular, plural, spelling, regular, form, attach, irregular, memorize, becomes, instead of, unusual, foxes, bushes, dresses, lunches, completely, feet, glasses, stay, deer	Using *There Is/Are*
78: Idioms	Idioms are common expressions in English. We use them in informal speaking.	idioms, expression, informal, slang, formal, language, mean, interpret, common, encounter, pipe down, busy as bees, piece of cake, in the same boat, hit the books, throw in the towel, buckle down, mess around, be in hot water, give me a hand	Object Pronouns
79: Estimating	You estimate a sum when you don't need an exact amount.	compute, mental math, estimate, exact, compatible, front-end digits, amount, accurate, items, whether, calculator, quite, mentally, around, approximately, actually, bit, easily, enough, closely	Questions with *Do/Does*
80: Factors and Multiples	Multiples and factors help you to compute numbers.	factors, evenly, divisible, common factors, multiples, skip-count, common multiples, least common multiples, composite, prime, even, odd, itself, other, boxed, circled, column, row, pairs, toes	Questions with *What Is/Are*
81: Math Properties	Knowing properties can help you find the sum or product of a problem.	property, addition, multiplication, apply, commutative, commute, associative, associate, distributive, distribute, reorder, forward, backward, switch, change, regroup, easier, spread out, separately, use your head	Present Progressive Sentences
82: How We Get Oxygen	The heart and lungs give our bodies the oxygen we need.	organs, heart, lungs, oxygen, breathe, blood, vessels, arteries, capillaries, veins, wrist, pump, flows, vessels, tubes, beats, rate, increases, decreases, pulse, heartbeat	Verbs
83: How We Use Food	Your stomach digests food. Food gives your body nutrients.	nutrients, mouth, chew, swallow, throat, stomach, digest, acids, intestines, absorb, bite, break down, bits, transforms, useful, waste, useless, gets rid of, travels, winds up	Subject/Verb Agreement
84: How We React	The brain and nerves in your body control your actions.	controls, nerves, sensation, current, brain, translates, neurons, spinal cord, backbone, reflex, senses, taste, touch, sight, hearing, smell, reactions, automatic, react, hammer	*Used For/Used To*
85: Making Laws	The legislative branch makes laws. The Senate and the House of Representatives make up Congress.	branches, legislative, Congress, houses, Senate, House of Representatives, senators, representatives, bill, debate, pass, reject, necessary, society, laws, without, politicians, political, agreements, disagree	Negative Short Answers
86: The President	The executive branch carries out the laws. The president is the head of the executive branch.	executive, president, White House, vice president, cabinet, departments, Education, Treasury, Defense, military, leads, advisers, manages, commander, commands, serves, elect, term, party, policy	*Who, Where,* and *What*
87: The Law	The judicial branch interprets the law.	constitution, judicial, Supreme Court, justices, Chief Justice, court, lawyer, judge, jury, criminals, justice, commit, trial, represent, illegal, innocent, guilty, fair, jail, penalty	Questions with *Do/Does*
88: Punctuation	All sentences need a punctuation mark. Punctuation marks are signs for the reader.	punctuation, period, exclamation point, question mark, quotation marks, comma, capitalize, inform, uppercase, lowercase, marks, signs, series, titles, begin, end, require, emotion, report, thing	Punctuation Marks
89: Kinds of Sentences	There are four kinds of sentences. Each kind of sentence has a different purpose.	kinds, classify, role, declarative, interrogative, imperative, exclamatory, thought, communicate, opinion, command, question, asked, statement, exclamation, demanded, declared, told, wondered, type	Commands

Scope and Sequence of *ACCESS Newcomers*

Lesson	Big Idea	Words	Develop Language
90: Reading a Paragraph	Paragraphs have different parts to help organize ideas.	paragraph, elements, heading, topic, topic sentence, main idea, body, details, closing sentence, writer, reader, essential, split, ideas, interest, important, introduces, supports, sums up, states	Subject/Verb Agreement
91: Word Problems	Having a strategy or method helps to make solving word problems easy.	word problem, problem, solution, method, select, provide, simplify, picture, diagram, reasonable, confusing, known, needed, ignore, discover, look back, really, might, give up, another	Using *Should/Shouldn't*
92: Signed Numbers	Positive numbers show amounts greater than zero. Negative numbers are less than zero.	positive, negative, negative sign, integers, zero, signed, outdoor, temperature, Fahrenheit (F), Celsius (C), written, either, choices, neither, nor, initials, below zero, hottest, coldest, ever	Using *Or* and *Nor*
93: Solving Equations	Equations show how numbers are related. An equation is one kind of math sentence.	algebra, equations, expressions, operations, terms, variable, missing addend, quantity, is equal to, unknown quantity, varies, constant, related, owns, certain, assign, cards, altogether, sure, substitute	Using *A* or *An*
94: Energy and Food	Living things need energy. They get it from food or sunlight.	plants, vultures, sheep, wolf, producers, consumers, decomposers, predators, scavengers, mushrooms, organisms, food chain, energy, sunlight, hunter, prey, meat-eaters, plant-eaters, feed on, produce	Irregular Plurals
95: Growing Up	Living things go through life stages from birth to death.	human beings, birth, childhood, develops, adulthood, reproduce, pregnant, motherhood, parenting, death, babies, children, grow up, raise, teenagers, adults, dies, continues, female, male	Order Words
96: Cells	All living things are made up of cells. All cells have similar parts.	cells, microscope, unicellular, multicellular, organelles, cytoplasm, nucleus, molecules, DNA, membrane, tiny, function, simple, complex, single, multiple, cell wall, jelly, ladder, property	*Is* and *Are*
97: Buying and Selling	Business is the buying and selling of goods and services.	business, customer, good, service, market, employee, salesperson, labor, advertise, industry, employs, wage, earns, company, manufactures, demand, supply, ads, commercial, unemployed	Asking *What Does/ Do* Questions
98: Geography	Geography is the study of Earth's surface. Earth is divided into four hemispheres.	hemisphere, Northern, Southern, Western, Eastern, degrees, equator, latitude, prime meridian, longitude, surface, globe, halves, continents, countries, borders, map, compass rose, North Pole, South Pole	Using *A* or *The*
99: Being American	America has a democracy. The citizens have rights and responsibilities.	democracy, rights, guarantees, citizens, freedom, speech, press, voting, govern, register, responsibilities, duty, obey, taxes, respect, others, loyal, improve, participate, choose	Using *Have* and *Has*
100: Reading Process	The reading process helps you understand what you read.	text, process, task, knowledge, purpose, preview, connect, notes, reflect, reread, prepare, expect, forget, remember, reason, during, while, review, explain, life	Using *Should/Shouldn't*
101: 5 Steps to Writing	Follow the five steps of the writing process to make writing easier.	report, writing, prewrite, outline, organize, draft, revise, edit, present, presentation, mistakes, attempt, correct, spelled, indent, incorrectly, grammar, handwriting, copy, turn in	Uppercase Letters
102: Reading a Story	Stories have parts in common.	fiction, title, characters, setting, plot, events, theme, ending, myth, story, main, greedy, wish, touched, hugged, turned, learned, imaginary, real, lesson	*Wh* Questions
103: Points and Lines	Points and lines help describe basic shapes.	point, line, ray, endpoint, segment, parallel, intersecting, perpendicular, horizontal, vertical, direction, intersect, cross, goes on, place, forever, straight, curved, intersection, corner	Adjectives
104: Angles and Circles	You can measure the degrees of an angle. You can find the parts of a circle.	angle, vertex, measure, right angle, acute angle, straight angle, obtuse angle, center, radius, diameter, circle, set, space, passes, twice, by hand, draws, compass, edge, perfect	Possessive Nouns
105: Polygons	Polygons are closed figures made up of line segments.	polygon, plane, plane figure, line segments, rectangle, parallelogram, quadrilateral, pentagon, hexagon, octagon, shapes, lies, extends, sides, closed, opening, square, triangle, familiar, alike	Using *Have* or *Has*
106: Machines	Machines can help us do work and make our lives easier.	machines, move, force, loads, apply, lever, pulley, wheels, gears, motion, lift, lower, raise, push, transports, motor, speed up, slow down, carry, too	*Too*
107: Energy Sources	Energy comes in different forms. Some energy sources are renewable. Others are nonrenewable.	sources, renewable, nonrenewable, solar power, windmill, dam, fossil fuels, natural gas, coal, oil, power, forms, run on, appliances, electricity, limited, someday, use up, unlimited, run out	Answers to *Is/Isn't* Questions
108: Earth's Layers	Earth is made of different layers.	layers, crust, plates, volcano, lava, mantle, melt, float, core, pressure, solid, outer, lets out, erupt, liquid, metals, beneath, deeper, deepest, inner	Using *Is* and *Are*

ABOUT THE AUTHORS

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Jo Gusman grew up in a family of migrants and knows firsthand the complexities surrounding a second-language learner. Jo's career in bilingual education began in 1974. In 1981, she joined the staff of the Newcomer School in Sacramento. There she developed her brain-based ESL strategies. Her work has garnered national television appearances and awards, including the Presidential Recognition for Excellence in Teaching. Gusman is the author of *Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your ESL Students*. She is a featured video presenter, including "Multiple Intelligences and the Second Language Learner." Currently, she teaches at California State University, Sacramento, and at the Multiple Intelligences Institute at the University of California, Riverside.

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Grade 6 Mathematics Curriculum Map: 2018 – 2019

The purpose of this document is to provide an overview of the progression of units of study for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts for mathematics of focus, coherence, and rigor. The 8 standards for mathematical practice and the English Language Development (ELD standards) are interwoven throughout lessons.

Year at a Glance

- Unit 1: Division and Number Properties (Domain: Number System)
- Unit 2: Understanding Rational Numbers (Domain: Number System)
- Unit 3: Division of Fractions with word problems (Domain: Number System)
- Unit 4: Ratio and Rates (Domain: Ratios and Proportional Relationships)
- Unit 5: Algebraic Expressions (Domain: Expressions and Equations)
- Unit 6: Algebraic Equations and Inequalities (Domain: Expressions and Equations)
- Unit 7: Geometry (Domain: Geometry)
- Unit 8: Summarizing Data (Domain: Statistics and Probability)

Benchmark Assessment every 6 weeks (Unit + Spiraled)

The Mathematical Practices: Implemented into Instructional Tasks

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity I repeated reasoning.

The English Development (ELD) Standards: Integrated into Lessons

(objectives listed at end)

Alignment to the Common Core Standards

Approximate Number of Instructional Days per Unit Total 180 Instructional Days	**Domain and Standards in unit** 6.NS.2, 6.NS.3, 6.NS.4
Unit 1: Division and Number Properties	**Domain: The Number System**

Estimate: 15-20 days Aug-Sept 15	**6.NS.2 — Divide Multi-Digit Whole Numbers** Fluently divide multi-digit numbers using the standard algorithm. **6.NS.3 — Compute with Decimals** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.4 — Greatest Common Factor, Least Common Multiple, and the Distributive Property** 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). **Prime Factorization and Prime Numbers** Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems.
	Possible Objectives: 1. Students will be able to (SWBAT) find prime factorization of a number in order to identify composite and prime numbers. 2. SWBAT use prime factorization to find the GCF of 2 or more numbers 3. SWBAT use prime factorization to determine the GCF when solving real-world problems 4. SWBAT find common multiples and LCM of two or more numbers when solving problems 5. SWBAT determine when to apply GCF or LCM to solve real world problems. 6. SWBAT apply the distributive property to add numbers that have a common factor. 7. SWBAT apply the distributive property of multiplication over addition. 8. SWBAT apply their understanding of place value expansion and use the standard algorithm to multiply multi-digit numbers. (2x1, 2x2) 9. SWBAT apply their understanding of place value expansion and use the standard algorithm to multiply multi-digit numbers. (3x2, 3x3) 10. SWBAT apply their understanding of place value expansion to use the standard algorithm when dividing multi-digit numbers without remainders. (3x1 & 4x1) 11. SWBAT apply their understanding of place value expansion to use the standard algorithm when dividing multi-digit numbers without remainders. (3x2 & 4x2) 12. SWBAT use the standard algorithm to divide multi-digit numbers with remainders. (divide by 1 digit and 2 digits) 13. SWBAT translate division problems into numerical expressions based on its context. 14. SWBAT solve and interpret division problems with different kinds of remainders 15. SWBAT use place value to add & subtract decimals with decimals and to add & subtract decimals with whole numbers. 16. SWBAT solve addition and subtraction problems using estimation to

	check the accuracy of their answers. 17. SWBAT multiply decimals by whole numbers and by decimals. 18. SWBAT understand the role of place value when dividing decimals by whole numbers.
English Language Development (ELD)	**Language Objectives based on English Language Development (ELD) standards integrated into lessons. See end of document for a working list of student language learning targets.**

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 6.NS.5, 6.NS.6a-c, 6.NS.7a-d, 6.NS.8
Unit 2: Understanding Rational Numbers Estimate: 15-20 days Sept-Oct 20	**Domain: The Number System** **6.NS.5 — Understand, Use, and Explain Contextual Positive and Negative Rational Numbers** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **6.NS.6a — Opposites** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., ?(?3) = 3, and that 0 is its own opposite. **6.NS.6b — Understand Locations of Ordered Pairs** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **6.NS.6c — Rational Numbers on Number Lines and Coordinate Planes** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **6.NS.7a — Interpret Inequalities and Relative Positions of Rational Numbers on a Number Line** 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. **6.NS.7b — Order of Rational Numbers in Real-World Contexts** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3C > -7C to express the fact that -3C is warmer than -7C. **6.NS.7c — Understand and Interpret Absolute Value of Rational Numbers** 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. **6.NS.7d — Distinguish Absolute Value from Order of Rational Numbers** 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. **6.NS.8 — Graph and Find Distance Between Coordinate Points** 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.
	Possible Objectives: 1. Students will be able to (SWBAT) use integers to represent real-world contexts. 2. SWBAT interpret real-life situations and use a number line to find a new point. 3. SWBAT find and plot the opposite of positive and negative numbers. 4. SWBAT explain that the opposite of an opposite is the number itself. 5. SWBAT determine and create intervals in order to plot positive and negative numbers on a number line. 6. SWBAT determine the relative position of fractions on a number line in order to plot fractions. 7. SWBAT plot and identify fractions on a number line with missing intervals. 8. SWBAT create intervals for decimals on a number line in order to plot them. 9. SWBAT identify the parts of a coordinate plane to plot and identify ordered pairs. 10. SWBAT plot ordered pairs with benchmark fractions and decimals in all quadrants. 11. SWBAT plot ordered pairs that relate to real life contexts and find the distance between them. 12. SWBAT identify and plot a missing coordinate when ordered pairs share the same x or y in order to find the distance between points. 13. SWBAT plot the reflection of given points and identify where the reflection of a point will be. 14. SWBAT recognize that an inequality represents the position of numbers on a number line in order to interpret and compare their meaning in words. 15. SWBAT compare rational numbers using inequality symbols when given real world situations. 16. SWBAT order rational numbers and write real world statements of order. 17. SWBAT model and define absolute value (of rational numbers) on a number line. 18. SWBAT understand that as the value of a negative rational number decreases, its absolute value increases in order to compare values. 19. SWBAT compare absolute value and opposite of absolute value 20. SWBAT order rational numbers and their absolute values by magnitude involving inequality symbols 21. SWBAT interpret absolute value based on real world context.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 6.NS.1
Unit 3: Division of Fractions with word problems Estimate: 5-10 days Oct-Nov 3	**Domain: The Number System** **6.NS.1 — Interpret, Compute, and Solve Word Problems with Division of Fractions** 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?
	Possible Objectives: 1. Students will be able to (SWBAT) translate division problems into expressions based on the context of problems involving fractions. 2. SWBAT identify the appropriate story context representation for a given division expression. 3. SWBAT model division of fractions with diagrams and story contexts. (whole # by frac) 4. SWBAT model division of fractions with diagrams and story contexts. (frac by frac) 5. SWBAT find the reciprocal of a fraction, mixed number, and a whole number in order to divide fractions 6. SWBAT write and solve division problems involving fractions

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 6.RP.1, 6.RP.2, 6.RP.3a-d
Unit 4: Ratio and Rates Estimate: 20 days Nov-Dec 1	**Domain: Ratios and Proportional Relationships** **6.RP.1 — Understand Ratios and Describe Ratio Relationships** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." **6.RP.2 — Understand Unit Rates** 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." (6.RP.2 footnote: Expectations for unit rates in this grade are limited to non-complex fractions.) **6.RP.3a — Use Tables and Graphs to Make Equivalent Ratios and Compare Ratios** 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. **6.RP.3b — Solve Unit Rate Problems** Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? **6.RP.3c — Solve Percent Problems** 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. **6.RP.3d — Use Ratios to Convert Measurement Units** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Other possible supporting domain/standard: **6.SP.4a — Read and Interpret Circle Graphs** Read and interpret circle graphs.
	Possible Objectives: 1. Students will be able to (SWBAT) understand the concept of a ratio as a way of expressing relationships between quantities. 2. SWBAT describe ratio relationships between two quantities and communicate relationships between two quantities using ratio notation and language. 3. SWBAT translate relationships between two quantities using the notation of ratio language (1:3, 1 to 3, 1/3). 4. SWBAT distinguish when a ratio is describing part to part or part to whole comparison. 5. SWBAT understand that rates compare two different units and accurately set up rate and unit rate in real world problems. 6. SWBAT recognize that a unit occurs when at least one of the units is one. 7. SWBAT solve real-world problems using rate reasoning. 8. SWBAT understand that tools such as tables of equivalent ratios support the development of ratio and rate reasoning. 9. SWBAT understand how to make, complete, and read a table of equivalent ratios. 10. SWBAT identify relationships in ratio tables. 11. SWBAT use a table to compare ratios. 12. SWBAT determine missing values using ratio reasoning. 13. SWBAT understand that establishing connections between tables and plotted points on the coordinate plane allow for extended reasoning and synthesis of the concept of ratios and rates. 14. SWBAT plot pairs of values from a table to a coordinate plane.

	15. SWBAT understand that pairs of values from a table can be plotted on the coordinate plane. 16. SWBAT use pairs of values from a coordinate plane to determine a missing quantity. 17. SWBAT understand that rate problems compare two different units, such as miles to hours. 18. SWBAT recognize that a unit occurs when at least one of the units is one. 19. SWBAT set up the unit rate correctly. 20. SWBAT understand that tools such as tables of equivalent ratios, tape diagrams, double number line diagrams, and equations support the development of ratio and rate reasoning. 21. SWBAT understand that establishing connections between tools allow for extended reasoning and synthesis of the concept of ratios and rates (e.g., How do tape diagrams and double number lines show rate reasoning given the same context?). 22. SWBAT solve real-world problems using rate reasoning. 23. SWBAT understand that percentage-based rate problems compare two different units where one of the units is 100. 24. SWBAT write a percent as a rate over 100. 25. SWBAT represent the relationship of part to whole to describe percents using models. 26. SWBAT understand that a percent is rate per 100 and can be represented using tools such as tables of equivalent ratios, tape diagrams, double number line diagrams, and equations. 27. SWBAT understand that establishing connections between tools allow for extended reasoning and synthesis of the concept of ratios and rates (e.g., How do tape diagrams and double number lines show rate reasoning given the same context?). 28. SWBAT find the percent of a number using rate methods. 29. SWBAT given the parts and a percent, determine the whole using rate methods. 30. SWBAT understand that measurement units employ ratio reasoning (e.g., If 3 feet is equal to yard, then 6 feet is equal to 2 yards). 31. (6RP3d) SWBAT convert customary units of using ratio tools and methods. (length and capacity) 32. (6RP3d) SWBAT convert metric units by multiplying or dividing by powers of ten. (length and capacity) 33. (6RP3d) SWBAT understand that tools such as tables of equivalent ratios, tape diagrams, double number line diagrams, and equations can help scaffold understanding for converting measurement units. 34. (6RP3d) SWBAT understand that establishing connections between tools allow for extended reasoning and synthesis of the concept of ratios and rates (e.g., How do tape diagrams and double number lines show rate reasoning given the same context?). 35. (6RP3d) SWBAT represent relationships between measurement units using tables of equivalent ratios, tape diagrams, double number line diagrams, and equations.

Approximate Number of Instructional Days per Unit **Total 180**	**Domain and Standards in unit** 6.EE.1, 6.EE.2a-c, 6.EE.3, 6.EE.4

Instructional Days	
Unit 5: Algebraic Expressions Estimate: 20 days Dec-Jan 17	**Domain: Expressions and Equations** **6.EE.1 — Write and Evaluate Numerical Expressions Involving Exponents** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.2a — Write Algebraic Expressions** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. **6.EE.2b — Name Parts of Expressions** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. **6.EE.2c — Evaluate Algebraic Expressions** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2. **6.EE.3 — Generate Equivalent Expressions** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. **6.EE.4 — Identify Equivalent Expressions** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
	Possible Objectives: 1. SWBAT translate word form into expression (1 step) 2. SWBAT identify the variable in a real world problem and create an algebraic expression. 3. SWBAT translate word form into an expression. (2 step). 4. SWBAT explain the relationship between the base number and exponent and express each notation as repeated multiplication 5. SWBAT find the value of an expression using exponential notation. 6. SWBAT solve simple order of operation problems. (parentheses, exponent, multiply and divide) 7. SWBAT solve order of operation problems including operations of +, -, x, / of operations. 8. SWBAT evaluate expressions using correct order of operations. 9. SWBAT identify parts of expressions with variables using mathematical terms.

	10. SWBAT translate phrases with mathematical terms into algebraic expressions. (2-step) 11. SWBAT translate real world scenarios as algebraic expressions. (1 step) 12. SWBAT represent real world scenarios as algebraic expressions (2 step) 13. SWBAT substitute variables given real world expressions to find a solution. 14. SWBAT apply the commutative and associative property to expressions to find equivalent expressions. 15. SWBAT simplify expressions by combining like terms in order to create an equivalent expression. 16. SWBAT apply the distributive property to expressions and find equivalent expressions

Approximate Number of Instructional Days per Unit Total 180 Instructional Days	**Domain and Standards in unit** 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9
Unit 6: Algebraic Equations and Inequalities Estimate: 15-20 days Jan-Feb 14	**Domain: Expressions and Equations** **6.EE.5 — Solve Equations and Inequalities Using Substitution** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.6 — Use Variables to Represent Numbers and Write Expressions** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.7 — Write and Solve One-Step Real-World and Mathematical Equations** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **6.EE.8 — Write and Represent Real-World and Mathematical Inequalities** 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. **6.EE.9 — Represent and Analyze Relationships Between Variables in Equations, Graphs, and Tables** 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.
	Possible Objectives: 1. Students will be able to (SWBAT) solve equations using substitution. 2. SWBAT use substitution to determine whether a given number in a specified set makes an inequality true. (whole numbers and decimals) 3. SWBAT use substitution to determine whether a given number in a specified set makes an inequality true. (whole numbers, fractions and decimals) 4. SWBAT translate word form into expression (1 step) 5. SWBAT identify the variable in a real world problem and create an algebraic expression. 6. SWBAT translate word form into an expression. (2 step). 7. SWBAT interpret the relationship between x and y in a table and write the equivalent equation. 8. SWBAT model and solve an algebraic equation by determining when to use addition and subtraction. 9. SWBAT solve algebraic equations by determining when to use inverse operations for +, -, x, /. 10. SWBAT use inverse operations of fractions and understand that dividing by a fraction is the same as multiplying by its reciprocal. 11. SWBAT write and solve algebraic equations by using inverse operations. (1-step)--combining values with decimals and whole numbers. 12. SWBAT write and solve equations that represent real-world mathematical problems that involve non-negative rational numbers (fractions). 13. SWBAT graph the solution set of an inequality using a number line. 14. SWBAT write inequalities given a number line representation. 15. SWBAT write inequalities with number line representations for real-world problems. (1-step) 16. SWBAT create an equation and a table of values from a real world scenario. 17. SWBAT create an equation, table, and graph to represent a real world problem. 18. SWBAT explain linear relationships by creating an equation and testing all values in a table. 19. SWBAT describe the relationship between x and y from graphs by creating a table. 20. SWBAT identify relationships b/w tables, graphs, and equations while organizing and displaying data.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 6.G.1, 6.G.2, 6.G.3, 6.G.4
Unit 7: Geometry Estimate: 15 days	**Domain: Geometry** **6.G.1 — Area of Polygons by Composition and Decomposition** Find area of right triangles, other triangles, special quadrilaterals, and

Feb-Mar 14	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. Tentative: **Area and Circumference of Circles** Use the relationships among radius, diameter, and center of a circle to find its circumference and area. **Solve Real-World and Mathematical Problems with Circles** Solve real-world and mathematical problems involving the measurements of circles. **6.G.2 — Volume of Rectangular Prisms with Fractional Edge Lengths** 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. **6.G.3 — Polygons in the Coordinate Plane** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **6.G.4 — Nets and Surface Area** 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.
	Possible Objectives: 1. Students will be able to (SWBAT) determine and apply the formula for the area of triangles. 2. SWBAT find the area and perimeter of polygons on a Coordinate Plane 3. SWBAT solve problems on a coordinate plane used to represent real-world contexts (e.g. buildings, contexts) 4. SWBAT find the change in the dimensions of polygons in a real-world context. 5. SWBAT determine the missing dimension of composite figures. 6. SWBAT decompose polygons into familiar shapes to find the area. (Class 1 - rect, squares) 7. SWBAT simplify expressions to determine the area of trapezoids. 8. SWBAT decompose polygons into familiar shapes to find the area. (Class 2) 9. SWBAT solve area and perimeter problems in a real-world context. (Class 1) 10. SWBAT solve area and perimeter problems in a real-world context. (Possibly: give area/perimeter) (Class 2) 11. SWBAT solve area problems with unit conversions. 12. SWBAT derive the volume formula and apply it to solve problems. 13. SWBAT solve real world problems involving volume. 14. SWBAT create prisms with fractional edge lengths by proving the volume formula works.

	15. SWBAT solve for the volume of prisms using fractional edge lengths 16. SWBAT solve real world problems involving volume with fractional edge lengths 17. SWBAT identify faces, edges and vertices in order to classify polyhedrons. 18. SWBAT recognize and represent 3D figures with nets 19. SWBAT create and use nets to find the surface area of 3D figures. (Class 1) 20. SWBAT create and use nets to find the surface area of 3D figures. (Class 2) 21. SWBAT solve surface area problems in real-world contexts 22. SWBAT identify radius and diameter of circles and find the radius when given the diameter and vice versa 23. SWBAT find the circumference of circles in terms of pi (pi = 3.14 or 22/7) 24. SWBAT find the area of circles in terms of pi (pi = 3.14 or 22/7) 25. SWBAT solve circumference and area problems with circles in terms of pi and pi = 3.14 or 22/7 26. SWBAT solve real world problems with circles 27. SWBAT solve real world problems with circles. (2-step)

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, MA.6.SP.5a-d
Unit 8: Summarizing Data Estimate: 15 days Mar-Apr 4	**Domain: Statistics and Probability** **6.SP.1 — Recognize Statistical Questions** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. **6.SP.2 — Describe the Distribution of Data Sets** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **6.SP.3 — Recognize Center and Variation of a Data Set** 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. **6.SP.4 — Dot Plots, Histograms, and Box Plots** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **6.SP.5a — Summarize Data: Number of Observations** Summarize numerical data sets in relation to their context by reporting the number of observations.

	6.SP.5b — Summarize Data: Measured Attributes Summarize numerical data sets in relation to their context by describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **6.SP.5c — Summarize Data: Quantitative Measures** 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 by striking deviations from the overall pattern with reference to the context in which that data was gathered. **6.SP.5d — Summarize Data: Choose Measures of Center and Variability** Summarize numerical data sets in relation to their context by 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.
	Possible Objectives: 1. SWBAT identify statistical questions and rewrite non-statistical questions to account for variability. 2. SWBAT describe a set of data given a line plot. (skew, cluster, gap, outlier) 3. SWBAT identify the min, max, range, and mode of a set of data 4. SWBAT describe the distribution of data by defining and identifying the mean as the arithmetic average. 5. SWBAT define and identify the median in a set of data. (tables/line plots) 6. SWBAT use data to create and identify line plots. 7. SWBAT use data to describe and identify histograms (skew, cluster, gap, outlier) 8. SWBAT describe and identify a set of data given a histogram or line plot. 9. SWBAT identify median, upper quartile and lower quartile given a set of data 10. SWBAT use data to create and identify box and whisker plots. 11. SWBAT use data to describe box and whisker plots. (skew, cluster, gap, outlier) 12. SWBAT choose the appropriate measure of central tendency (mean vs. median) 13. SWBAT choose the appropriate measure that best describes a set of data. (mode and range) 14. SWBAT identify and find the measures of center and measures of spread to determine which best represent a set of data. 15. SWBAT describe and identify the shape, center and spread of line plots, box plots, histograms, and data sets. 16. SWBAT find the mean absolute deviation and use this measure of variance to draw comparisons and conclusions between two sets of data. 17. SWBAT find the interquartile range and determine whether the interquartile range or the mean average deviation appropriately describes the spread of data. 18. SWBAT determine the measures of center and measure of spread for each set of data and explain which measure best describes the data.

Approximate Number of Instructional Days	
Review Estimate: 10-15 days Apr	**SPIRAL REVIEW**
Projects Estimate: 20-25 Days	**PROJECTS**

(List will be continually updated)	**English Language Development (ELD) Language Objectives** **Possible student language objectives:**
Emerging Exploring Bridging	**Exchanging Information & Ideas** **ELD.PI.6-8.1.Em/Ex** I can contribute ideas to a class discussion on ... by asking questions/ building on responses and adding evidence. **Interacting via written English** **ELD.P1.6-8.2.Em,Ex** I can contribute to a collaborative assignment about ____ by taking turns and offering written feedback I can contribute ideas to a written justification to the answer of a problem by giving constructive feedback on the claim or evidence. **Listening Actively** **ELD.PI.6-8.5.Em,Ex** I can describe my thinking process to a peer/my group/whole class. I can demonstrate active listening during class discussions about __ by asking detailed questions. I can ask detailed questions to the presenter about __ using proper sentence frames. I can ask detailed questions to the presenter about __ following the discussion norms to build positive listening habits and improve comprehension. I can ask detailed questions to the speaker about __ in order to give feedback. I can describe my partner's response. I can be consistently engaged with my partner and provide supportive/constructive feedback. I can contribute ideas with others in an oral collaborative discussion. (Ex. class discussion or partner discussion) I can listen actively to a lecture by the teacher about ____ taking notes and respond to basic comprehension questions. **Reading and Viewing Closely** **ELD.P1.6-8.P1.6.Em,Ex**

	I can show my understanding of a word problem by describing the scenario after exchanging ideas with my partner. I can show my understanding of the number of actions I must take given a multi-layered word problem by explaining each action in my own words. **Writing** **ELD.P1.6-8.10.Em,Ex** I can write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. I can write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
Text books	**Big Ideas Blue Textbook:** **Larson, Ron, and Laurie Boswell. *Big Ideas Math. a Common Core Curriculum*. Big Ideas Learning, LLC, 2017.**
Technology	**Think Through Math: https://lms.thinkthroughmath.com/users/sign_in** **SuccessMaker: https://sunrisems4624.smhost.net/lms/sm.view**

June 2015: Content adapted from the Common Core State Standards for Math http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf and UP Academy Charter School of Boston

August 2017: Content adapted from the California English Language Development Standards https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Grade 7 Mathematics Curriculum Map: 2018 – 2019

The purpose of this document is to provide an overview of the progression of units of study for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts for mathematics of focus, coherence, and rigor. The 8 standards for mathematical practice and the English Language Development (ELD) standards are interwoven throughout lessons.

Year at a Glance

- Unit 1: Adding and Subtracting Rational Numbers (Domain: The Number System)
- Unit 2: Multiplying and Dividing Rational Numbers (Domain: The Number System)
- Unit 3: Unit Rates and Proportionality (Domain: Ratios and Proportional Relationships)
- Unit 4: Application of Proportional Reasoning (Domain: Ratios and Proportional Relationships, Geometry)
- Unit 5: Geometry (Domain: Geometry)
- Unit 6: Expressions, Equations, and Inequalities (Domain: Expressions and Equations)
- Unit 7: Drawing Inferences from Data (Domain: Statistics and Probability)
- Unit 8: Probability (Domain: Statistics and Probability)

Benchmark Assessment every 6 weeks (Unit + Spiraled)

The Mathematical Practices: Implemented into Instructional Tasks

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity I repeated reasoning.

The English Development (ELD) Standards: Integrated into Lessons

(objectives listed at end)

Alignment to the Common Core Standards

Approximate Number of Instructional Days per Unit	**Domain and Standards in unit** 7.NS.1a-d

Total 180 Instructional Days	
Unit 1: Adding and Subtracting Rational Numbers Estimate: 15-20 days Aug-Sept 15	**Domain: The Number System** **7.NS.1a — Describe Contextual Opposites that Sum to Zero** Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. **7.NS.1b — Understand and Interpret Sums of Rational Numbers** Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. **7.NS.1c — Understand Subtraction as Adding the Inverse and Distance as Absolute Value** Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. **7.NS.1d — Apply Properties of Operations to Add and Subtract Rational Numbers** Apply properties of operations as strategies to add and subtract rational numbers.
	Possible Objectives: 1. Students will be able to (SWBAT) define additive inverses and describe context in which opposite quantities sum to zero. 2. SWBAT represent additive inverses on a number line to develop the understanding that additive inverses have equal distance in opposite directions. 3. SWBAT interpret and model addition of integers using integer chips. 4. SWBAT represent subtraction or rational numbers as addition of the additive inverse, e.g. p – q = p + -(q) 5. SWBAT interpret and model subtraction of integers on horizontal and vertical number lines. 6. SWBAT interpret and model subtraction of integers using integer chips. 7. SWBAT represent the distance between two rational numbers on a number line as the absolute value of their difference. 8. SWBAT accurately add fractions (including negatives). 9. SWBAT accurately Subtract Fractions (rewrite as addition, including negatives). 10. SWBAT accurately add and subtract decimals (including negatives). 11. SWBAT accurately evaluate addition and subtraction expressions with absolute value. 12. SWBAT add and subtract rational numbers, including large integers. 13. SWBAT use the associative and commutative property to solve

	addition and subtraction problems efficiently. 14. SWBAT identify when to use estimation as a tool and predict a reasonable solution using estimation.
English Language Development (ELD)	**Language Objectives based on English Language Development (ELD) standards integrated into lessons. See end of document for a working list of student language learning targets.**

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 7.NS.2a-d, 7.NS.3
Unit 2: Multiplying and Dividing Rational Numbers Estimate: 15-20 days Sept-Oct 13	**Domain: The Number System** **7.NS.2a — Understand, Interpret, and Calculate Products of Rational Numbers** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **7.NS.2b — Understand, Interpret, and Calculate Quotients of Rational Numbers** Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. **7.NS.2c — Apply Properties of Operations to Multiply and Divide Rational Numbers** Apply properties of operations as strategies to multiply and divide rational numbers. **7.NS.2d — Rational Numbers and Decimal Form** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. **7.NS.3 — Solve Real-World and Mathematical Problems with Rational Numbers** Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.3 footnote: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.
	Possible Objectives: 1. Students will be able to (SWBAT) use patterns to determine the rules for multiplying integers. 2. SWBAT apply cross-canceling as a strategy to multiply fractions, including signed mixed numbers.

	3. SWBAT interpret products of integers by describing real world contexts. 4. SWBAT model and solve real-world problems involving the multiplication of fractions and mixed numbers. 5. SWBAT solve real-world problems with multiplication of decimals, including negative decimals. 6. SWBAT rewrite and solve multiplication problems using the distributive property. 7. SWBAT rewrite and solve multiplication problems using the associative and commutative property. 8. SWBAT uncover the rules for dividing with integers using patterns and the inverse relationship between multiplication and division. 9. SWBAT solve real-world problems using rules for dividing integers. 10. SWBAT use division concepts to understand negative fractions. 11. SWBAT divide fractions, mixed numbers and signed fractions. 12. SWBAT simplify complex expressions containing all forms of rational numbers and all four operations. 13. SWBAT identify situations when integers cannot be divided and explain why division by zero is impossible. 14. SWBAT convert fractions to decimals by long division and know that the decimal form of a rational number terminates or repeats. 15. SWBAT scale a fraction to find a decimal equivalent and understand when scaling a fraction to find a decimal equivalent is possible. 16. SWBAT determine when the decimal form of a rational number will terminate or repeat using prime factorization. 17. SWBAT solve real-world problems with four operations.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 7.RP.1, 7.RP.2a-c
Unit 3: Unit Rates and Proportionality Estimate: 15-20 days Oct-Nov 9	**Domain: Ratios and Proportional Relationships** **7.RP.1 — Compute Unit Rates** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour. **7.RP.2a — Identify Proportional Relationships** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. **7.RP.2b — Identify Unit Rate in Tables, Graphs, Equations, Diagrams, and Verbal Descriptions** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

	7.RP.2c — Represent Proportional Relationships By Equations Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. **7.RP.2d — Interpret Points (x,y) in Proportional Relationships Based on Context of Situation** Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
	Possible Objectives: 1. Students will be able to (SWBAT) define unit rate, and compute unit rates associated with ratios of quantities measured in different units. 2. SWBAT compute unit rates of fractional quantities. 3. SWBAT compute unit rates and use them to compare quantities (e.g. who is faster? What is a better deal?) 4. SWBAT define and identify proportional relationships. 5. SWBAT examine situations to decide whether 2 quantities are proportional by checking for a constant multiple in a table 6. SWBAT identify proportional and non-proportional relationships in graphs. 7. SWBAT graph points to determine if a relationship is proportional and use the graphs to solve proportional relationship problems. 8. SWBAT calculate the unit rate from points on the graph of a proportional relationship and identify, given points, whether a relationship is proportional. 9. SWBAT interpret the meaning of points (including 0,0 and 1,r) on the graph of a proportional relationship. 10. SWBAT calculate the unit rate from points on a graph and interpret what that unit rate means in context. 11. SWBAT represent proportional relationships with equations. 12. SWBAT represent proportional relationships with equations, describe their meaning in words and use them to analyze a proportional relationship. 13. SWBAT identify the constant of proportionality as a unit rate, in context; SWBAT calculate a unit rate in context and use it to analyze proportional relationships. 14. SWBAT solve problems with proportional relationships (application).

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 7.RP.3, 7.G.1

Unit 4: Application of Proportional Reasoning Estimate: 15 days Nov-Dec 5	**Domain: Ratios and Proportional Relationships** **7.RP.3 — Solve Multi-Step Ratio and Percent Problems** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Domain: Geometry** **7.G.1 — Scale Drawings** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
	Possible Objectives: 1. Students will be able to (SWBAT) calculate percents of a number using proportions and ratio tape. 2. SWBAT calculate percents of a number by multiplying decimals. 3. SWBAT solve problems involving simple interest. 4. SWBAT solve problems involving tax, tip, fees and commission. 5. SWBAT solve multi-step ratio problems involving fractional markdowns, markups and commissions. 6. SWBAT solve multi-step ratio problems involving interest, tax, tip, commission and percents. 7. SWBAT calculate percent increase and decrease. 8. SWBAT calculate amount of change when given percent of change. 9. SWBAT solve problems involving percent error, percent increase and decrease. 10. SWBAT solve multi-step problems requiring unit conversions. 11. SWBAT scale up a proportion and calculate total cost. 12. SWBAT solve multi-step proportional reasoning problems. 13. SWBAT identify a scale drawing as either the reduction or the enlargement of a two-dimensional picture. 14. SWBAT identify the unit rate as a scale factor and make a scale drawing using a given factor 15. SWBAT compute actual lengths from a scale drawing. 16. SWBAT compute actual areas from a scale drawing. 17. SWBAT produce a scale drawing of a different scale, given a scale drawing.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 7.G.2, 7.G.3, 7.G.4, 7.G.5, 7.G.6, MA.7.G.7
Unit 5: Geometry	**Domain: Geometry**

Estimate: 20 days Dec-Jan 19	**7.G.2 — Draw Geometric Shapes** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. **7.G.3 — Cross Sections** Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. **7.G.4 — Area and Circumference of a Circle** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **7.G.5 — Solve Multi-Step Angle Problems** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **7.G.6 — Area, Volume, and Surface Area of 2-D and 3-D Objects** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
	Possible Objectives: 1. Students will be able to (SWBAT) assess the constraints of a triangle's angles in order to determine the number of triangles created 2. SWBAT explore the constraints for the side lengths of triangles. 3. SWBAT use inequalities to assess if given side lengths can form a triangle 4. SWBAT assess if given measures (side lengths and angles) allow you to create a triangle. 5. SWBAT identify (name it based on the base), describe the composition of, and sketch a right prism or cylinder 6. SWBAT identify and sketch the horizontal, vertical, (parallel, and perpendicular) cross sections of a right prism or cylinder and explain. 7. SWBAT identify and sketch the diagonal or slanted cross section of a right prism and explain. why 8. SWBAT describe the composition of and sketch a right pyramid or cone. 9. SWBAT identify the horizontal, vertical, perpendicular, and parallel cross sections of a right pyramid or cone and explain. 10. SWBAT identify the diagonal or slanted cross section of a right pyramid and explain why 11. SWBAT solve problems involving cross-sections of three-dimensional figures. 12. SWBAT review the procedure to find area and

	circumference of a circle in real world contexts. 13. SWBAT explain the origin of the formulas for circumference and find the radius/diameter of a circle given circumference and area in real world contexts. 14. SWBAT apply their understanding of area and circumference to solve multistep real world problems. 15. SWBAT give an informal derivation of the relationship between the circumference and area of a circle. 16. SWBAT find the circumference of a circle, given the area (and vice versa). 17. SWBAT find the area of the space between circles and other polygons. 18. SWBAT find the area or perimeter of composite polygons. 19. SWBAT find the surface area of prisms, cylinders and spheres. 20. SWBAT find the value of a variable in complementary, supplementary and vertical contexts. 21. SWBAT find the missing height when given volume. 22. SWBAT find value of a variable in complementary, supplementary and vertical contexts. 23. SWBAT find the volume of a 3D object. 24. SWBAT use the formula to calculate the volume of a sphere to solve mathematical problems. 25. SWBAT use the formula to calculate the volume of a sphere to solve real-world problems.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 7.EE.1, 7.EE.2, 7.EE.3, 7.EE.4a-b
Unit 6: Expressions, Equations, and Inequalities Estimate: 15-20 days Jan-Feb 16	**Domain: Expressions and Equations** **7.EE.1 — Add, Subtract, Factor, and Expand Linear Expressions** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.2 — Understand Contextual Equivalent Expressions** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." **7.EE.3 — Solve Multi-Step Real-World and Mathematical Problems with Rational Numbers** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental

	computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7.EE.4a — Write and Solve Two-Step Real-World and Mathematical Equations** Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? **7.EE.4b — Solve and Graph Two-Step Real-World and Mathematical Inequalities** Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.
	Possible Objectives: 1. Students will be able to (SWBAT) combine like terms, including integers, fractions and decimals. 2. SWBAT add and subtract linear expressions with rational coefficients (integers) by combining like terms. 3. SWBAT add and subtract expressions with fractions and decimals by adding or subtracting terms. 4. SWBAT expand linear expressions using the distributive property. 5. SWBAT factor linear expressions. 6. SWBAT write equivalent expressions using the distributive property and combining like terms. 7. SWBAT determine whether two expressions are equivalent and justify reasoning. 8. SWBAT write and simplify expressions from written descriptions to represent sequences of operations. 9. SWBAT apply properties of simplifying expressions to contexts such as perimeters and areas of triangles and rectangles. 10. SWBAT use combining like terms reasoning to identify the missing expression in an equation. 11. SWBAT use properties of operations and substitutions strategies to determine equivalence. 12. SWBAT recognize expressions in a problem context as representing equivalent expressions 13. SWBAT rewrite equivalent expressions in different forms to understand the relationship between real world quantities. 14. SWBAT represent percents as decimals and identify equivalent expressions with decimals, in context. 15. SWBAT solve two-step equations with integer coefficients. 16. SWBAT use the multiplicative inverse to solve two-step equations

	with fractional coefficients. 17. SWBAT solve two-step equations with fraction, decimal and integer coefficients. 18. SWBAT solve two-step equations that involve distribution. 19. SWBAT solve word problems using y = mx + b and p(x + q)= r equations. 20. SWBAT solve multi-step real-life problems with rational numbers. 21. SWBAT solve two-step inequalities with positive coefficients. 22. SWBAT solve two-step inequalities with positive and negative coefficients 23. SWBAT solve two-step inequalities with fraction, decimal and negative coefficients. 24. SWBAT solve two-step inequalities that involve distribution. 25. SWBAT write inequalities to model problem situations and solve them. 26. SWBAT solve two-step inequalities and graph solutions on a number line. 27. SWBAT write and solve an inequality and graph the solution set on a number line.

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 7.SP.1, 7.SP.2, 7.SP.3, 7.SP.4
Unit 7: Drawing Inferences from Data Estimate: 15 days Feb-Mar 16	**Domain: Statistics and Probability** **7.SP.1 — Population and Sampling** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. **7.SP.2 — Generate Samples and Draw Inferences** Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. **7.SP.3 — Assess Visual Overlap of Two Data Distributions** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the

	mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. **7.SP.4 — Draw Inferences from Measures of Center and Variability** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
	Possible Objectives: 1. Students will be able to (SWBAT) describe the purpose of random sampling and identify whether an information gathering method will gather valid statistical data. 2. SWBAT generate ideas for how to survey a random sample of a population. 3. SWBAT describe different ways of finding a sample and determine which sample is most representative of a given population. 4. Students will analyze real-world statistics and explain whether the generalizations are valid based on the population sample. 5. SWBAT make inferences about a population by analyzing data. 6. SWBAT assess the validity of inferences by analyzing data. 7. SWBAT use proportional reasoning to make estimates about a population. 8. SWBAT use the mean of 2 or more samples to make estimates about a population. 9. SWBAT represent the data from a sample in a table and a dot plot. 10. SWBAT use models to compare samples of different sizes. 11. SWBAT calculate the mean and median of data presented in box and whisker plots, histograms and dot plots. 12. SWBAT compare the means and medians of multiple data sets in order to draw conclusions. 13. SWBAT find the mean absolute deviation (MAD) of data sets presented in tables, histograms and dot plots. 14. SWBAT visually assess the degree of overlap presented in box and whisker plots, histograms and dot plots. 15. SWBAT find the IQR of data sets presented in box and whisker plots, histograms and dot plots. 16. SWBAT use measures of center to make and analyze inferences about a population [MAD, Mean, Median] 17. SWBAT use measures of center and variability to make and analyze inferences about a population [IQR (inter quartile range), MAD (mean average deviation), Mean, Median, Range]

Approximate Number of Instructional Days per Unit **Total 180**	**Domain and Standards in unit** 7.SP.5, 7.SP.6, 7.SP.7a-b, 7.SP.8a-b

Instructional Days	
Unit 8: Probability Estimate: 15 days Mar-Apr 6	**Domain: Statistics and Probability** **7.SP.5 — Understand Probability and Likelihood** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **7.SP.6 — Approximate Probability and Predict Frequency** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. **7.SP.7a — Uniform Probability Models** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. **7.SP.7b — Develop Probability Models from Observations** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? **7.SP.8a — Understand Probability and Compound Events** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **7.SP.8b — Represent Sample Spaces for Compound Events** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. **7.SP.8c — Design and Use a Simulation** Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find out one type A blood?
	Possible Objectives: 1. SWBAT determine simple probability, and identify and compare simple probabilities' likelihoods 2. SWBAT find the missing probability when given some probabilities

	3. SWBAT determine the probability of one event or another occurring (and draw a conclusion about likelihood). 4. SWBAT determine the probability of an event described in "everyday language." 5. SWBAT conduct an experiment to define relative frequency/ experimental probability and prove that increased trials approach theoretical probability. 6. SWBAT calculate the relative frequency as a fraction, decimal and percent from data given in lists and tables. 7. SWBAT use relative frequency to make predictions. 8. SWBAT compare relative frequency to theoretical probability and explain discrepancies. 9. SWBAT define probability model and use the results of a uniform probability model to determine the probabilities of events 10. SWBAT distinguish between uniform and non-uniform probability models; calculate probabilities given models 11. SWBAT determine a valid probability model for an event. 12. SWBAT assess reliability of a probability model. 13. SWBAT define compound probability; use a tree diagram to calculate compound probability. 14. SWBAT use organized lists to calculate compound probability. 15. SWBAT use multiplication to calculate compound probability. 16. SWBAT calculate probability of dependent events. 17. SWBAT use knowledge of simple and compound probability to solve an open response.

Approximate Number of Instructional Days	
Review Estimate: 10-15 days Apr-May	**SPIRAL REVIEW**
Projects Estimate: 15-20 Days	**PROJECTS**

(List will be continually updated)	**English Language Development (ELD) Language Objectives** **Possible student language objectives:**
Emerging Exploring Bridging	**Exchanging Information & Ideas** **ELD.PI.6-8.1.Em/Ex** I can contribute ideas to a class discussion on ... by asking questions/ building on responses and adding evidence.

Interacting via written English

ELD.P1.6-8.2.Em,Ex

I can contribute to a collaborative assignment about ____ by taking turns and offering written feedback
I can contribute ideas to a written justification to the answer of a problem by giving constructive feedback on the claim or evidence.

Listening Actively

ELD.PI.6-8.5.Em,Ex

I can describe my thinking process to a peer/my group/whole class.
I can demonstrate active listening during class discussions about __ by asking detailed questions.
I can ask detailed questions to the presenter about __ using proper sentence frames.
I can ask detailed questions to the presenter about __ following the discussion norms to build positive listening habits and improve comprehension.
I can ask detailed questions to the speaker about __ in order to give feedback.
I can describe my partner's response.
I can be consistently engaged with my partner and provide supportive/constructive feedback.
I can contribute ideas with others in an oral collaborative discussion. (Ex. class discussion or partner discussion)
I can listen actively to a lecture by the teacher about ____ taking notes and respond to basic comprehension questions.

Reading and Viewing Closely

ELD.P1.6-8.P1.6.Em,Ex

I can show my understanding of a word problem by describing the scenario after exchanging ideas with my partner.
I can show my understanding of the number of actions I must take given a multi-layered word problem by explaining each action in my own words.

Writing

ELD.P1.6-8.10.Em,Ex

I can write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization.
I can write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

Textbooks	**Big Ideas Blue Textbook:** **Larson, Ron, and Laurie Boswell. *Big Ideas Math. a Common Core***

	***Curriculum*. Big Ideas Learning, LLC, 2017.**
Technology	**Think Through Math: https://lms.thinkthroughmath.com/users/sign_in** **SuccessMaker: https://sunrisems4624.smhost.net/lms/sm.view**

June 2015: Content adapted from the Common Core State Standards for Math http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf and UP Academy Charter School of Boston

August 2017: Content adapted from the California English Language Development Standards https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Mathematics Curriculum Map: 2018 – 2019

The purpose of this document is to provide an overview of the progression of units of study for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts for mathematics of focus, coherence, and rigor. The 8 standards for mathematical practice and the English Language Development (ELD) standards are interwoven throughout lessons.

Year at a Glance

- Unit 1: Exponents, Roots, and Scientific Notation (Domain: Expressions and Equations)
- Unit 2: Rational Numbers, Irrational Numbers, and the Pythagorean Theorem (Domain: Geometry, The Number System)
- Unit 3: Linear Equations (Domain: Expressions and Equations)
- Unit 4: Functions (Domain: Functions)
- Unit 5: Systems of Equations (Domain: Expressions and Equations, Functions)
- Unit 6: Statistics (Domain: Statistics and Probability)
- Unit 7: 2D Geometry (Domain: Geometry)
- Unit 8: 3D Geometry (Domain: Geometry)

Benchmark Assessment every 6 weeks (Unit + Spiraled)

The Mathematical Practices: Implemented into Instructional Tasks

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The English Development (ELD) Standards: Integrated into Lessons

(objectives listed at end)

Alignment to the Common Core Standards

Approximate Number of Instructional Days per Unit Total 180	**Domain and Standards in unit** 8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4

Instructional Days	
Unit 1: Exponents, Roots, and Scientific Notation Estimate: 15-20 days Aug-Sept 15	**Domain: Expressions and Equations** **8.EE.1 — Properties of Integer Exponents** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. **8.EE.2 — Square Root and Cube Root Equations and Solutions** Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that sqrt(2) is irrational. **8.EE.3 — Express and Estimate Numbers Using Powers of Ten** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 and determine that the world population is more than 20 times larger. **8.EE.4 — Perform Operations with Scientific Notation** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	Possible Objectives: 1. Students will be able to (SWBAT) evaluate exponential expressions including those with negative, fractional, and variable bases. 2. SWBAT describe the laws of multiplying exponents and raising a power to a power. 3. SWBAT describe the laws of dividing exponents and raising a number to the power of 0. 4. SWBAT evaluate an exponential expression involving negative exponents. 5. SWBAT evaluate exponential expressions involving exponents and multiple operations (PEMDAS). 6. SWBAT solve real-world problems involving exponential growth. 7. SWBAT understand the concept of square roots and cube roots. 8. SWBAT list the perfect squares and perfect cubes (up to 20^2 and 10^3). 9. SWBAT apply their knowledge of roots and cubes to geometry. 10. SWBAT simplify perfect squares and cubes, including fractions and expressions. Include notion that square roots are grouping symbols. Include equivalencies (2^2 = sqrt 4). 11. SWBAT understand that the inverse of squaring is taking the square root, cubing is the inverse of taking a cube root. 12. SWBAT solve one-step equations (and two step equations that replicate the Pythagorean theorem). 13. SWBAT explain the what and the why of scientific notation and recognize numbers that are written appropriately. 14. SWBAT convert scientific notation to standard form and standard form to scientific notation. Include numbers that are almost in scientific notation and words. 15. SWBAT compare quantities written in scientific notation (how many

	times larger). 16. SWBAT multiply and divide where both scientific and standard notation are involved. 17. SWBAT add and subtract where both scientific and standard notation are involved. 18. SWBAT choose the appropriate operation when it comes to word problems. 19. SWBAT choose appropriate units of measure when using scientific notation. 20. Students will perform unit conversions in the context of problems involving scientific notation.
English Language Development (ELD)	**Language Objectives based on English Language Development (ELD) standards integrated into lessons. See end of document for a working list of student language learning targets.**

Approximate Number of Instructional Days per Unit **Total 180 Instructional Days**	**Domain and Standards in unit** 8.NS.1, 8.NS.2, 8.G.6, 8.G.7, 8.G.8
Unit 2: Rational Numbers, Irrational Numbers, and the Pythagorean Theorem Estimate: 15-20 days Sept-Oct 20	**Domain: Geometry** **8.G.6 – Explain a proof of the Pythagorean Theorem and its converse.** **8.G.7 — Real-World and Mathematical Pythagorean Theorem Applications in 2-D and 3-D** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8.G.8 — Pythagorean Theorem and Distance in a Coordinate System** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **Domain: The Number System** **8.NS.1 — Rational Numbers, Irrational Numbers, and Decimal Expansion** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. **8.NS.2 — Irrational Numbers and Rational Approximations** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
	Possible Objectives:

	1. Students will be able to (SWBAT) define a rational number, show that every number has a decimal equivalent, represent fractions as terminating or repeating decimals, 2. SWBAT convert repeating decimals into fractions, thus proving that they are rational. 3. SWBAT understand real number subsets (whole, natural, integer). 4. SWBAT define an irrational number and prove how we know that they are irrational (how do you know that sqrt 2 is irrational) (understanding that irrational numbers have non-terminating, non-repeating decimal expansions). 5. SWBAT place irrational numbers on a number line, including non-perfect squares (estimating to whole number), expressions with pi, and expressions such as 2 square root 7. 6. SWBAT compare and order irrational numbers by converting them into decimals. 7. SWBAT estimate, compare and order negative irrational numbers. 8. SWBAT find the decimal equivalent of the square root of non-perfect squares to the precision required. 9. Students will prove the Pythagorean Theorem using squares and triangles. 10. SWBAT prove whether triangles are right or not right using the Pythagorean Theorem. 11. SWBAT explain the Pythagorean theorem and its converse. 12. SWBAT find the length of a leg or hypotenuse using the Pythagorean Theorem, specifically in problems with pictures 13. SWBAT find the length of a leg or hypotenuse using the Pythagorean Theorem. 14. SWBAT Use the Pythagorean theorem to find the area of two dimensional shapes (rectangles, isosceles, equilateral triangles, trapezoids). 15. SWBAT understand the presence of special Pythagorean triples and apply them to word problems. 16. SWBAT apply the Pythagorean Theorem to three dimensional objects. 17. SWBAT apply the Pythagorean Theorem to find the distance of a diagonal line segment and the distance between two points on a coordinate plane. 18. SWBAT apply their knowledge to problems involving maps and the cardinal directions. 19. SWBAT apply the Pythagorean Theorem to find the distance between two points when not given a coordinate plane. 20. SWBAT break down more complex shapes on coordinate planes using the Pythagorean theorem.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.EE.5, 8.EE.6, 8.EE.7a-b,

Unit 3: Linear Equations Estimate: 20 days Oct-Nov 17	**Domain: Expressions and Equations** **8.EE.5 — Graph, Interpret, and Compare Proportional Relationships** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. **8.EE.6 — Explain Slope and Derive Linear Equations** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. **8.EE.7a — Linear Equations and Number of Solutions** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). **8.EE.7b — Solve Multi-Step Linear Equations** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
	Possible Objectives: 1. Students will be able to (SWBAT) write a proportional equation from a scenario and explain what that equation will look like graphically. 2. SWBAT graph and compare multiple (2 or 3) different proportional relationships (graphs, tables and words). 3. SWBAT understand on proportions (e.g., including comparing lemonade recipes for strength of lemonade) set up and solve proportions. 4. SWBAT identify a proportional relationship and find the unit rate from graphs and equations. 5. SWBAT identify a proportional relationship and find the unit rate from scenarios and tables. (Connect the idea of slope and unit rate). 6. SWBAT compare unit rates in order to interpret the graphs of proportional relationships. 7. SWBAT compare scenarios at given times. 8. Students will determine the rate of change, or slope, from a graph by finding the change in y and change in x. 9. SWBAT understand that slope is constant. (ID Positive Negative Zero, Undefined, Steepest, Least Steep) 10. SWBAT write the equation from a table by identifying the rate of change and initial value. 11. SWBAT write the equation from a graph by finding the slope and y-intercept. 12. SWBAT graph a linear equation by plotting the slope and y-intercepts. 13. SWBAT find the equation of a line when given the slope and two coordinate points or when given only two points. 14. SWBAT use their knowledge of similar triangles to solve novel problems. 15. SWBAT identify that equations must be balanced. What's done to

	one side must be done to the other. Students will solve one and two-step equations. 16. SWBAT understand that equations can have one, zero, or infinite solutions. Students will predict whether equations have one, zero, or no solutions by examining the equation. 17. SWBAT simplify expressions using the distributive property (including with fractions). 18. SWBAT simplify expressions by combining like terms. 19. Students will solve equations that involve fractional coefficients. 20. SWBAT solve multi-step equations that involve distributing and combining like terms (including fractions). 21. SWBAT solve equations with variables on both sides (including fractions). 22. SWBAT to identify alternative methods to solve equations. (Which of these is an appropriate first step). 23. SWBAT solve word problems that result in algebraic equations.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.F.1, 8.F.4, 8.F.5
Unit 4: Functions Estimate: 15 days Nov-Dec 8	**Domain: Functions** **8.F.1 — Functions: Graphing and Definition** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (8.F.1 footnote: Function notation is not required in Grade 8.) **8.F.4 — Construct and Interpret Linear Functions** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. **8.F.5 — Qualitative Descriptions and Graphs** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
	Possible Objectives: 8.F.1: 1. Students will be able to (SWBAT) understand that a function is a rule that assigns to each input exactly one output. 2. SWBAT identify whether a table or list of coordinate pairs represents a function.

	3. SWBAT use the vertical line test to determine whether a graph is a function. 4. SWBAT determine whether an equation represents a function. 8.F.4: 5. SWBAT write equations and expressions from word problems. Include solving 6. SWBAT write equations in y = mx + b from word problems. Include solving. 7. SWBAT explain the meaning of slope and intercepts presented in a word problem. 8. SWBAT select and write a scenario that matches a given equation. 9. SWBAT determine an equation or expression from a table. 10. SWBAT write an expression from a table that is not expressed in x and y. 11. SWBAT identify coordinates in a word problem and use them to create a linear function. 12. SWBAT identify the x and y intercepts. 13. SWBAT graph a line by finding the x and y intercepts. 14. SWBAT understand the meaning of the x and y intercepts by applying them to real-world situations. 15. SWBAT solve for the y-intercept given the slope and a coordinate. 8.F.5: 16. SWBAT interpret graphs as increasing/decreasing and linear/non-linear. 17. SWBAT interpret and draw distance-time graphs. 18. SWBAT interpret and draw speed-time graphs.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.EE.8a-c, 8.F.2, 8.F.3
Unit 5: Systems of Equations Estimate: 15-20 days Dec-Jan 19	**Domain: Expressions and Equations** **8.EE.8a — Systems of Linear Equations and Points of Intersection** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. **8.EE.8b — Solve Systems of Linear Equations Algebraically, Graphically, and by Inspection** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. **8.EE.8c — Solve Real-World and Mathematical Problems Using Systems of Linear Equations** Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

	Domain: Functions **8.F.2 — Compare Properties of Two Functions in Different Representations** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. **8.F.3 — Linear and Nonlinear Functions** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
	Possible Objectives: 1. SWBAT understand that a system of equation is a collection of 2 or more equations with the same set of unknowns. When graphed, the intersection of the two lines represents the solution to the system of equation. 2. SWBAT identify a system with 1 solution (relate graph and then the equation). 3. SWBAT understand that a SOE can have no solution. They will identify graphs and equations that have no solution. 4. SWBAT understand that a SOE can have infinite solutions. They will identify graphs and equations that have infinite solutions (and differentiate them from ones that have 1 or no solution). 5. SWBAT understand that parallel lines have the same slope; perpendicular lines have opposite reciprocal slopes. 6. SWBAT use graphing to solve SOE word problems with graphing. 7. SWBAT use substitution to re-write equations and expressions. What is the value of 2x + 3y = 5 when y = 2x + 5. 8. SWBAT use substitution to solve system of equations when both are solved for a given variable. 9. SWBAT use substitution to solve SOE when only one equation is solved for a variable 10. SWBAT use substitution to solve Real World problems that produce linear equations. 11. SWBAT use elimination to solve SOE. (when coefficients are equal). 12. SWBAT use elimination to solve SOE (when coefficients are not equal and you have to multiply 1 of them). 13. SWBAT use elimination to solve SOE (when coefficients are not equal and you have to multiply both of them). 14. SWBAT categorize relationships represented by equations, graphs, and scenarios as functions, lines, and proportional relationships 15. SWBAT solve word problems involving SOE. 16. SWBAT determine whether a function was linear or non-linear based on the graph equation and the table. 17. SWBAT determine whether the function is linear or non-linear based on a real-world scenario. 18. SWBAT translate between tables, equations, scenarios, and graphs. 19. SWBAT compare 2 functional relationships represented in two

	different ways.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4
Unit 6: Statistics Estimate: 15 days Jan-Feb 9	**Domain: Statistics and Probability** **8.SP.1 — Construct, Interpret, and Describe Scatter Plots** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8.SP.2 — Trend Lines** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **8.SP.3 — Use and Interpret Linear Models** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. **8.SP.4 — Understand, Construct, and Interpret Two-Way Tables** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
	Possible Objectives: 1. Students will be able to (SWBAT) define positive, negative, and no association and linear/non-linear association for bivariate data graphed as a scatter plot 2. SWBAT identify and interpret clusters and outliers. Interpret scatter plots. 3. SWBAT define line of best fit and identify the LOBF when already drawn on a scatter plot. 4. SWBAT make predictions based on the LOBF. 5. SWBAT understand that the equation for the line of best fit is the best predictive tool. SWBAT interpret given equations of lines of best and interpret the slope and the y-intercept. 6. SWBAT make predictions based on the equations.

	7. SWBAT write equations for lines of best fit and make interpretations from those equations. 8. SWBAT match graphs with the best equation and vice versa. 9. SWBAT understand why we use two-way tables and create two-way tables based on data sets and scenarios. 10. SWBAT find relative frequencies, proportions, and percents from filled-in two-way tables. 11. SWBAT use logic and relative frequencies to determine the validity of conclusions drawn from a two-way table. 12. SWBAT determine whether or not associations exist between variables.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.6.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5
Unit 7: 2D Geometry Estimate: 15-20 days Feb-Mar 16	**Domain: Geometry** **8.G.1 — Properties of Transformations: Lines, Angles, and Parallel Lines** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **8.G.2 — Transformations and Congruency** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. **8.G.3 — Transformations and Coordinates** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. **8.G.4 — Transformations and Similarity** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. **8.G.5 — Angles: Parallel Lines and Triangles** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	Possible Objectives: 1. Students will be able to (SWBAT) verify, recognize, and experiment

	with properties of rigid transformations (congruent). 2. SWBAT understand the definition of congruency, be able to utilize correct notation to describe congruency, and identify congruent angles, sides, and shapes. 3. SWBAT define, recognize, and perform a translation given amounts and directions of translation. Students will define image, pre-image, and prime notation. 4. SWBAT identify translations based on coordinates of pre-images and images.(e.g., it went from (2,4) to (3,4) what does that mean). 5. SWBAT define and recognize and perform a reflection over the x or y-axis, and other horizontal and vertical lines. 6. SWBAT identify reflections based on coordinates of pre-images and images (incorporate translations). 7. SWBAT define rotation as a rigid transformation in which an object is spun around a center of rotations by a center angle of rotation. 8. SWBAT rotate 180 degrees on a graph and with the coordinates. 9. SWBAT rotate 90 degrees on a graph and with the coordinates. 10. SWBAT rotate 180/90 degrees around a point that is not the origin (including its corners), a point that shares one coordinate point (extension - non-universal - rotate around any point). 11. SWBAT describe transformations based on the given pictures or graphs. 12. SWBAT describe transformations based on the coordinates. 13. SWBAT understand similar figures and scale factor. 14. SWBAT perform dilations on figures from the origin on coordinate plane. 15. SWBAT perform dilations on figures where the center of dilation is not the origin. 16. SWBAT identify scale factors for dilations from the origin (based on coordinates). 17. SWBAT, given two figures in a coordinate plane, describe a series of rotations, reflections, translations, translations, and dilations to get from one to the other. 18. SWBAT, given two figures, describe the transformations to get from one to the other. 19. SWBAT define supplementary, complimentary, and vertical angles. 20. SWBAT solve for missing angles and variables. 21. SWBAT understand which angles are congruent and supplementary in a figure of 2 parallel lines cut by a transversal. 22. SWBAT solve for a value in a figure with transversals. 23. SWBAT understand why interior angles sum to 180 using what they know about parallel lines and transversals (angle-sum theorem). 24. SWBAT understand how to find exterior angles of a triangle based on what they know about transversals. 25. SWBAT understand the relationship between the measure of an exterior angle and the sum of the measures of the other two interior angles. 26. SWBAT solve for missing values when there are 2 transversals present. 27. SWBAT use problem solving to solve for missing values of angles in a triangle and transversals. (Including angle bisector extension problem). 28. SWBAT define and apply the angle-angle criterion to determine whether 2 triangles are similar.

Approximate Number of Instructional Days per Module Total 180 Instructional Days	**Common Core Domain and Standard** 8.G.9
Unit 8: 3D Geometry Estimate: 15 days Mar-Apr 6	**Domain: Geometry** **8.G.9 — Volume: Cones, Cylinders, and Spheres** Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real world and mathematical problems.
	Possible Objectives: 1. SWBAT have a deep understanding of PI; Area, Radius, Diameter, Circumference of a Circle. 2. SWBAT calculate the area of squares and triangles. 3. SWBAT calculate the surface area and volume of a rectangular prism. 4. SWBAT uncover and use the formula for the volume of a cylinder. 5. SWBAT to develop the formulas for the volume of any prism as a result. 6. SWBAT solve rate problems that involve the volume of a cylinder. 7. SWBAT apply the formulas for the volume of a cone and the volume of a cylinder. 8. SWBAT solve the volume of a cone given the slant height. 9. SWBAT apply the formulas for the volume of a sphere and the volume of a cylinder. 10. SWBAT explain what happens to a shape's volume when you change various aspects of its shape/size.

Approximate Number of Instructional Days	
Review Estimate: 10-15 days Apr-May	**SPIRAL REVIEW**
Projects Estimate: 15-20 Days	**PROJECTS**

(List will be continually updated)	**English Language Development (ELD) Language Objectives** **Possible student language objectives:**
Emerging Exploring Bridging	**Exchanging Information & Ideas** **ELD.PI.6-8.1.Em/Ex** I can contribute ideas to a class discussion on ... by asking questions/ building on responses and adding evidence.

	Interacting via written English **ELD.P1.6-8.2.Em,Ex** I can contribute to a collaborative assignment about ____ by taking turns and offering written feedback I can contribute ideas to a written justification to the answer of a problem by giving constructive feedback on the claim or evidence. **Listening Actively** **ELD.PI.6-8.5.Em,Ex** I can describe my thinking process to a peer/my group/whole class. I can demonstrate active listening during class discussions about __ by asking detailed questions. I can ask detailed questions to the presenter about __ using proper sentence frames. I can ask detailed questions to the presenter about __ following the discussion norms to build positive listening habits and improve comprehension. I can ask detailed questions to the speaker about __ in order to give feedback. I can describe my partner's response. I can be consistently engaged with my partner and provide supportive/constructive feedback. I can contribute ideas with others in an oral collaborative discussion. (Ex. class discussion or partner discussion) I can listen actively to a lecture by the teacher about ____ taking notes and respond to basic comprehension questions. **Reading and Viewing Closely** **ELD.P1.6-8.P1.6.Em,Ex** I can show my understanding of a word problem by describing the scenario after exchanging ideas with my partner. I can show my understanding of the number of actions I must take given a multi-layered word problem by explaining each action in my own words. **Writing** **ELD.P1.6-8.10.Em,Ex** I can write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization. I can write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
Text books	**Big Ideas Blue Textbook:** **Larson, Ron, and Laurie Boswell. *Big Ideas Math. a Common Core Curriculum*. Big Ideas Learning, LLC, 2017.**
Technology	**Think Through Math: https://lms.thinkthroughmath.com/users/sign_in** **SuccessMaker: https://sunrisems4624.smhost.net/lms/sm.view**

June 2015: Content adapted from the Common Core State Standards for Math
http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf and UP Academy Charter School of Boston

August 2017: Content adapted from the California English Language Development Standards
https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Sunrise Middle School - 6th Grade Science Curriculum Maps

The purpose of this document is to provide an overview of the crosscutting concepts for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts in science learning in terms of student expectations for deepening knowledge and application. The standards for mathematical practice and the English Language Development (ELD) standards are interwoven throughout the science lessons.

Following the instructional pathway from Stemscopes by Accelerate Learning, each instructional segment (units) is comprised of a number of modules (chapters) centered on one key driving question, such as "do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to justify future explorations of this planet?" The questions are accompanied by a mission briefing which provides context and gives the students the opportunity to consolidate all that they have learned in a given instructional segment, and followed by an action plan where they apply the disciplinary core ideas (knowledge), the science and engineering practices (science and math centered skills), and cross-cutting concepts (academic concepts found in multiple core subjects).

The overall goal of the curriculum is aimed at making science and its practices relevant to the students, as well as equipping them with skills and habits that can be applied beyond a strictly science-based academia. A major theme behind each grade level is the impact human activities are having on the natural world, and possible solutions to problems that may arise. To this end, students work through several activities per module, including classroom activities, scientific investigations (labs), engineering design solutions (designing and arguing for a solution to the design challenge by using math, science, and English language skills), research tasks (using technology, academic research skills, and practicing writing/communication skills), and project-based learning tasks (PBL). While the primary resource comes from Stemscopes, textbooks and lab materials from CPO Science are also used to supplement the students' learning.

<table>
<tr><td>Course: Grade 6 Science</td><td>Time Frame: 1st Half Semester (1st semester)</td></tr>
<tr><td rowspan="2">Unit of Study:
- Unit 1 - Systems and Subsystems in Earth and Life Science</td><td>Unit Driving Question:
- How can models of systems help determine similarities and differences between Earth systems and living systems?</td></tr>
<tr><td>Unit Mission:
- Develop a model that compares the Earth's climate system and the human body system. Provide a diagram of the proposed model and an evaluation of how well the model provides a comparison of the two systems.</td></tr>
<tr><td colspan="2">Essential Questions:
- What is a system?
- What is the value of creating a systems model?
- How are living systems and Earth systems similar and different?</td></tr>
<tr><td colspan="2">Main Topics:
- What are Cells?
- Anatomy of a Cell
- Bodies and Systems
- The Water Cycle
- Influences on Weather and Climate</td></tr>
</table>

Terminology / Vocabulary

- Multicellular, unicellular, cell membrane, nucleus, chloroplast, mitochondria, cell wall, organ, specialized, subsystem, system, tissue, atmosphere, condensation, crystallization, evaporation, precipitation, transpiration, altitude, atmospheric circulation, climate, latitude, regional geography

Resources/Experiments

- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Cells Equal Living microscope lab, Plant cells vs. Animal cells microscope lab, System Interactions model, Cycle Showcase engineering design solution, Ocean Surface Current model, Currents and Climate data analysis

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth	Students conduct an investigation to produce data to serve as the basis for evidence that living things are made of cells, either one cell or many cells; and, that cells are observable at microscopic scales. Students use projected images and simple models to develop definitions for vocabulary, including: organism, cells, prokaryotic, eukaryotic, nucleus, cell membrane, and DNA. Students classify organisms into domains. Students perform a card sort and create a Venn diagram to compare and contrast a virus and bacteria. Students research the contributions of various scientists to Cell Theory. Students identify and compare the functions of plants, animals, and cells. Students develop a floor plan of a manufacturing system to model a cell system. Students investigate and view plant and animal cells/cell structures with microscopes to draw labeled models. Students use the models to describe and determine how their function depends on shape, composition, and relationships among the parts. Students observe various subsystems and parts of the human body system. Students match and organize pictures that illustrate the Levels of Organization of living things. Students read scientific text adapted for classroom used to find evidence that the described systems are made of cells. Students investigate and model the working relationship between interacting subsystems of the body system.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

cause patterns of atmospheric and oceanic circulation that determine regional climates. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Students construct a written argument with empirical evidence and scientific reasoning to support an explanation for their observations. Students set up models to observe the mechanisms of the water cycle including the transfer of energy that drives cycling of matter. Students move from station to station modeling the mechanisms of the water cycle. Students use the engineering design process to develop models of a natural system, such as the water cycle, that includes descriptors for the transfer of energy that drives motion and cycling of matter within the system. Student models describe unobservable mechanisms in the system, such as global movements of water via transpiration, evaporation, condensation, and crystallization. Students develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric circulation that determine regional climates such as those of equatorial and polar areas. Students use models to represent system interactions and to predict and describe phenomena such as inputs/outputs and processes that affect the flow of energy within a global system. Students compare maps of the global winds and global ocean surface currents to identify patterns. Students determine how wind and land masses affect ocean surface currents. Students compare the average climate data of two landmasses to determine the effect of ocean currents on climate.	

<table>
<tr><td>Course: Grade 6 Science</td><td>Time Frame: 2nd Half Semester (1st semester)</td></tr>
<tr><td rowspan="2">Unit of Study:
- Unit 2 - Earth System Interactions Cause Weather</td><td>Unit Driving Question: How can models of thermal energy transfer help us understand the different kinds of weather in California?</td></tr>
<tr><td>Unit Mission:
- Design a portable structure that will keep athletes cool in hot climates and warm in cooler climates. The structure must be easily moved from venue to venue and cannot depend on electric or battery power. The new product proposal must include a model that shows how thermal energy transfer affects the climate in San Francisco and Bakersfield, a labeled diagram of the proposed product, and an explanation of how the product will maintain a comfortable temperature for the athletes.</td></tr>
<tr><td colspan="2">Essential Questions:
- Why is the weather so different in different parts of California?
- How do models help us understand the different kinds of weather in California?</td></tr>
<tr><td colspan="2">Main Topics:
- Water on Earth
- Ocean’s Influence on Weather and Climate
- Thermal Energy Transfer
- Energy Transfer in Motion
- Energy Transfer and Temperature
- Energy Transfer Optimization</td></tr>
<tr><td colspan="2">Terminology / Vocabulary
- Density, global, salinity, deep ocean currents, ocean, ocean currents, energy, kinetic energy, matter, states, system, temperature, light energy, sound energy, thermal energy, mechanical energy, potential energy, transfer, environment, spontaneously,</td></tr>
<tr><td colspan="2">Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
- Underwater Turbine Generator engineering design solution, Absorbing the Heat (thermal energy transfer) lab, Energy Transfer and Matter (thermal energy transfer based on type of matter) lab, Heat vs. Thermal Energy lab, Build an Oven engineering design solution, Demolition Day lab, Roller Coaster Engineering project, Materials Matter lab, Amounts Matter lab, Environments Matter lab, Designing for the Kitchen engineering design solution, Build a Medicine Container engineering design solution.</td></tr>
</table>

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. MS-ESS2-6	Students determine and compare the density of cold salt water to warm tap water. Students use a digital balance and a pan balance to collect data and then consider limitations of data analysis such as measurement errors and methodology. Students observe temperature and salinity effects on thermal energy transfer in a model of oceanic circulation that represents energy and matter flows within systems. Students use the model for data collection and to describe phenomena such as how deep ocean currents redistribute thermal energy around the globe using convection. Students develop an underwater robot with a digital recording device to record information regarding the amount and type of organisms that are found in deep ocean currents. Students investigate and observe a property of water: to store and slowly release thermal energy. Students use a model to describe how the unequal heating of Earth causes the patterns of oceanic circulation that exert a major influence on regional climates such as those of equatorial and polar areas. Students use models to represent system interactions and to describe phenomena such as inputs/outputs and processes that affect global redistribution of energy. Students use a model to describe how unequal heating and Earth's rotation causes patterns of atmospheric and oceanic circulation that exert a major influence on weather and climate. Students develop and use a model to describe and make predictions about phenomena such as El Niño. Students use a model to observe the greenhouse effect. Students perform a kinesthetic model of the movement of molecules in relation to states of matter. Students conduct an investigation to determine the effect of different types of matter on thermal energy transfer by tracking energy flow in a designed system. Student investigations identify independent/dependent variables and controls, tools needed, measurements needed, and data required to support a claim. Students investigate thermal energy transfer as a proportional relationship among different quantities of matter to provide information about the magnitude of the process. Students collect temperature data to determine the performance of the thermal energy transfer process using a range of water sample volumes. Students apply scientific ideas and principles to design a solar oven and use the engineering design process to evaluate results from	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence-Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	change to a variable or component of the system. Students develop and modify a model based on use of digital tools, mathematical concepts and evaluation of the proposed solution's limitations. Students observe the transfer of kinetic, or motion, energy from one object to another. Students investigate energy using a pendulum to observe and identify the transfer of energy in a system. Students construct a written argument supported by evidence and reasoning to explain that when the kinetic energy of an object changes, energy is transferred to or from the object. Students observe the transfer of energy from kinetic energy to sound and thermal energy; they observe that energy exists in different forms. Students investigate and observe how different materials change temperatures at different rates by measuring the temperatures of different materials that have been placed under a heat lamp. Students use proportional relationships of temperature change rates and conduct an investigation to provide information about magnitude of properties and process. Student investigations identify independent/dependent variables and controls, tools needed, measurements needed, and data required to support a claim that relates material amounts to thermal energy transfer. Students plan and implement an investigation that observes the effects on the transfer of energy when there is a change in an environment. Students investigate using sand surrounded by ice and sand surrounded by a heating pad. Students use their knowledge of thermal energy transfer to write procedures for testing materials, as well as, draw a prototype design for new kitchen products. Students track energy flow in a system and determine that heat transfer is directional, from warmer areas to cooler areas. Students observe thermal energy transfer by convection and radiation. Students apply scientific ideas to design, construct and test a device to keep medicine cold. They prioritize criteria, make tradeoffs, test, revise, and retest to optimize the performance of the device's ability to keep an ice cube frozen for 24 hours.	

Course: Grade 6 Science

Time Frame: 1st Half Semester (2nd semester)

Unit of Study:
- Unit 3 - Causes and Effects of Regional Climates

Unit Driving Question:
- Why is the climate different in different regions of the planet, and how do the differences in climate affect organisms?

Unit Mission:
- Students will plan a new dog sled race similar to the Iditarod but one that takes place in the desert sand dunes of the Arabian Desert. Planning includes: analysis and determination of the differences in climate between Alaska and the Arabian Desert and an explanation of the cause of the differences; analysis and comparison of the desired traits of sled dogs racing in the Iditarod and in the Arabian Desert; an explanation and plan of how dogs could be bred for the desired traits for an Arabian Desert race; and a plan for monitoring and predicting the weather during the race.

Essential Questions:
- Why is the climate so different in different regions of the planet?
- How do people predict the weather?
- Why are organisms so different in different regions of the planet?
- What makes organisms so similar to but also different from their parents?
- What makes animals behave the way they do, and how does their behavior affect their survival and reproduction?

Main Topics:
- Sensory Receptors
- Genetic Variation
- Inheritance
- Reproduction and Variation
- Water in the Atmosphere
- Predicting Weather

Terminology / Vocabulary
- Development, reproduction, genetic factors, growth, brain, chemical input, electromagnetic, electromagnetic input, mechanical input, nerve cell, sensory receptor, alleles, sexual reproduction, inherited trait, variation, asexual reproduction, genetic information, sexual, landforms, weather patterns, air mass, probability, weather

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - From Nerve Cell to Brain engineering design solution, Energy Drinks Give Us Wings, Right? PBL task, Crossing Jigsaw Creatures lab, Creating a Self-Sustaining Tomato Garden PBL task, Bad Storm Brewing PBL task, Using Weather to Predicts Sales PBL task

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS1-8 Gather and synthesize information that	Students use various methods to test their traditional 5 senses. Students design a model of one of the five senses going from sense organ through nerves and on to the brain. Students experience various scents as stimuli to trigger memory responses and use these cause-and-effect relationships to make predictions. Students create jigsaw creatures from classmates' drawings. Students investigate using a simulation and analyze the phenotype of the resulting offspring after crossing the Task 1 Index Organism with another Task 1 Index Organism. Two or more groups who study different parent combinations compare and contrast their genetic variations of characteristics. Students color chromosomes from parents and produce offspring. Students use cause-and-effect relationships between phenotypes and genotypes to predict traits resulting from the presence and combination of dominant and recessive alleles. Students use models to represent possible genetic combinations at unobservable scales to generate data and test ideas about predictable phenotypic traits of offspring resulting from sexual reproduction. Students use a simulation to track different traits through three generations of elves. Students learn that genotypes and phenotypes may be used to make predictions through cause-and-effect relationships. Students use a Punnett Square to model and predict the likelihood of inheriting particular traits. Students work out Punnett squares and answer questions about the crosses. Students create model offspring using sexual and asexual genetic instructions, then analyze relationships to describe how these methods of reproduction result in offspring with genetic variations or genetic information that is identical to the parents. Students observe and identify the various types of asexual reproduction. Students use Punnett squares to model cause-and-effect relationships in sexual reproduction and to predict possible genetic combinations in offspring. Students design prototypes of the predicted offspring from Asexual Aliens. Students use a caption and/or a label identifying the stages of the asexual process for each species.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Students use maps and yearly rainfall data to evaluate weather conditions and determine the location of a rain shadow. The students then use an understanding of cause and effect relationships to predict weather patterns in other locations. Students discover how proximity to and the temperature of ocean currents affect the amount of moisture in the atmosphere and the weather in an area. Students collect data from maps to produce data that allows them to explain the amount of moisture and the weather in an area. Students observe the relationship between wind and air pressure. Students use a weather map model to collect data that provides evidence for how motions and complex interactions of air masses result in changing weather conditions, and how cause and effect relationships can be used to predict phenomena in natural systems. Students develop and revise the model to show relationships among variables over a five-day period, including those that are not observable but predict observable phenomena such as weather conditions at a particular location. Students research the use of computer-generated weather models based on a complex range of interacting air masses and use collected data from a spaghetti model to produce statistical data as the basis for evidence to answer scientific questions, such as the probability that a hurricane will make landfall at a specific location. Students track the path and intensity of a hurricane and issue weather alerts based on their predicted path of the storm. Students apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize wind speed data.	

Course: Grade 6 Science	**Time Frame:** 2nd half Semester (2nd semester)
Unit of Study: - Unit 4 - Effects of Global Warming on Living Systems	**Unit Driving Question:** - Has global climate change impacted the water supply in California?
	Unit Mission: - Students will address the effects of global warming on living systems. Students will prepare an argument explaining why different groups should not have their water supply reduced. They will participate in a debate with other groups and present their argument.
Essential Questions: - How do human activities affect Earth's systems? - How do we know our global climate is changing?	
Main Topics: - Reproduction in Plants and Animals - Growth of Plants - Changes to Earth's Environment - Human Activities and Global Climate Change	
Terminology / Vocabulary - Development, reproduction, genetic factors, extinction, natural habitats, climate change, fossil fuels, global warming, greenhouse gases	
Resources/Experiments - Stemscopedia chapter readings by Stemscopes - Select reading from textbooks by CPO - Reading Science articles by Stemscopes - Content Connection Videos by Stemscopes - Math Connection tasks by Stemscopes - Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO - Design a Flower engineering design solution, Environmental Impact on Plants lab, Plant Survival research task, Human Impact on the Environment lab, Protect and Monitor engineering design solution, Global Climate Change research task, Putting Together a Temperature Puzzle PBL task.	

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic	Students observe various adaptations plants and animals have developed to help their species survive. Students observe and identify male and female parts of a flower. Students use a model to collect data about spawning behavior in fish that may have more than one cause, and determine that probability can be used to describe some cause and effect relationships.	Concept Attainment Quizzes Multiple-Choice Assessments

animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment	Students construct a scientific explanation to describe the model's most successful spawning behavior and support their claims with empirical evidence and scientific reasoning. Students design a flower to attract a chosen type of pollinator. Students design an investigation to identify cause-and-effect relationships between environmental conditions and plant growth that can be described using probability, based on an understanding that phenomena may have more than one cause. Students construct a scientific explanation based on evidence obtained from the investigation and the assumption that applications of identified relationships in the natural world are operational. Students perform a simulation to observe the effect of environmental factors and genetic factors on plant survival. Students investigate and research natural resources to determine the impact humans have had on each resource. Students read and collect data from an article concerning the reintroduction of wolves to Yellowstone National Park to identify data as indicating either causal or correlational relationships. Students review and ask questions to challenge the interpretation of data by their peers. Students evaluate possible environmental impacts from a local proposed development, then write a modified environmental impact statement that identifies relationships and potential positive and negative effects as causal and/or correlational. Students apply scientific ideas and principles to design a system to monitor human effects on a natural habitat. Students create a wall of questions and comments about global climate change. Students research information about global climate as change based sudden events and gradual changes that accumulate over time. Students think critically by asking questions to identify or clarify evidence and/or the premise of an argument as they search for answers to their selected question. Students create a product that communicates their understanding of how human activities contribute to global climate change. Knowledge of human behaviors and activities, natural Earth processes, and how models and technologies help guide decisions about activities that contribute to global climate change are evaluated through the use of Rubrics.	Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.		

Sunrise Middle School - 7th Grade Science Curriculum Maps

The purpose of this document is to provide an overview of the crosscutting concepts for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts in science learning in terms of student expectations for deepening knowledge and application. The standards for mathematical practice and the English Language Development (ELD) standards are interwoven throughout the science lessons.

Following the instructional pathway from Stemscopes by Accelerate Learning, each instructional segment (units) is comprised of a number of modules (chapters) centered on one key driving question, such as "do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to justify future explorations of this planet?" The questions are accompanied by a mission briefing which provides context and gives the students the opportunity to consolidate all that they have learned in a given instructional segment, and followed by an action plan where they apply the disciplinary core ideas (knowledge), the science and engineering practices (science and math centered skills), and cross-cutting concepts (academic concepts found in multiple core subjects).

The overall goal of the curriculum is aimed at making science and its practices relevant to the students, as well as equipping them with skills and habits that can be applied beyond a strictly science-based academia. A major theme behind each grade level is the impact human activities are having on the natural world, and possible solutions to problems that may arise. To this end, students work through several activities per module, including classroom activities, scientific investigations (labs), engineering design solutions (designing and arguing for a solution to the design challenge by using math, science, and English language skills), research tasks (using technology, academic research skills, and practicing writing/communication skills), and project-based learning tasks (PBL). While the primary resource comes from Stemscopes, textbooks and lab materials from CPO Science are also used to supplement the students' learning.

<table>
<tr><td>Course: Grade 7 Science</td><td>Time Frame: 1st Half Semester (1st semester)</td></tr>
<tr><td rowspan="2">Unit of Study:
- Unit 1 - Organisms and Nonliving Things are Made of Atoms</td><td>Unit Driving Question:
- Do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to justify future explorations of this planet?</td></tr>
<tr><td>Unit Mission:
- Students will analyze soil samples taken by a rover on a recently discovered planet for evidence of life and other resources. They will create an infographic of their results and present this information to Congress during a budget meeting to persuade legislators to continue funding NASA so that more missions are sent to this planet.</td></tr>
<tr><td colspan="2">Essential Questions:
- How does the matter in living and nonliving things differ?
- How does adding or removing thermal energy affect the physical states of matter?
- How do interactions at the atomic level help us understand the observable properties of organisms and nonliving matter?</td></tr>
<tr><td colspan="2">Main Topics:
- Competition in Ecosystems
- Organism Interactions in Ecosystems
- Human Dependence on Natural Resources</td></tr>
</table>

- Structure of Matter
- Changes in Energy on the Molecular Level
- Heat and Matter

Terminology / Vocabulary

- Limited resource, organism, environmental interactions, interdependent interactions, atmosphere, biosphere, renewable, crystal, solid, substance, atom, collide, gas, inert, liquid, molecule, vibrate, heat, potential energy, thermal energy, total internal energy

Resources/Experiments

- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Invasive Species in Ecosystems lab, Finding Biotic and Abiotic Factors in the Schoolyard lab, Formation, Location, and Uses of Natural Resources research task, Moon Mining PBL task, The Rock Candy lab, CO_2 Ice vs H_2O Ice lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability	Students identify competition between organisms and the factors organisms interact with within an ecosystem. Students investigate and research an invasive species and predict its impact on their local environment. Students use a matching pairs game investigate trends of interacting populations that depend on limited resources. Data is analyzed and interpreted for cause-and-effect relationships that provide evidence for population growth predictions. Students apply various scenarios to designed ecosystems from card sets, then use cause-and-effect relationships to predict possible responses within the components of the ecosystem. Students analyze and interpret data to provide evidence for the effects of biotic and abiotic factors on organisms and populations in a schoolyard ecosystem. Students use pretzels to simulate cause and effect relationships and then make predictions about human use of nonrenewable natural resources. Students play a game using cause-effect relationships to predict which resource would be most vulnerable to a consequence, based on the how the resource is used. Students become familiar with the element names on the Periodic Table. Students use interlocking cubes to combine atoms to form molecules.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

on organisms and populations of organisms in an ecosystem. MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Students grow sugar crystals to observe substances may be extended structures with repeating subunits. Students develop models to describe how matter, too small to be seen, combines from atoms as molecules and extended structures. Students use the models to describe differences in composition, structure, and physical properties between the carbon-based substances of diamond, graphite and carbon dioxide. Students use a simulator to visualize cause-and-effect relationships between temperature, particle motion, and state of matter. Students develop and use models to predict and describe particle motion of matter. Students investigate and describe how different materials change their state of matter. Students use a simulator to visualize how molecules behave in different phases as pressure changes. Students create a slideshow model to describe and predict changes in particle motion, temperature, and state of an ideal substance with changes in thermal energy. Students make thermometers to explore total energy and define temperature. Students observe the phase change of ice to water to water vapor and graph the corresponding change in temperature. Students use cause and effect relationships modeled with phase change diagrams to make predictions about states of matter. Students use and develop phase change diagrams for pure substances (water, helium and gold) to describe particle motion, temperature and states of pure matter when thermal energy is added or removed.	

Course: Grade 7 Science

Time Frame: 2nd Half Semester (1st semester)

Unit of Study:
- Unit 2 - Matter Cycles and Energy Flows through Organisms and Rock

Unit Driving Question:
- How can humans successfully colonize Mars?

Unit Mission:
- As a finalist in the Mars Expedition design challenge, you must work with your group to create the best proposal for surviving on this unique planet. Your team is charged with creating a plan with three main design considerations: transportation, food (both in transit and on Mars), and shelter. After you draft your plan, you will present it to the board committee members who will evaluate it on sound scientific principles. You will have an opportunity to modify your plan before submitting final proposals.

Essential Questions:
- How do rocks and minerals record the flow of energy and cycling of matter in Earth?
- How do we get energy from our food?
- How are hot objects different than cold objects? What changes when they heat up or cool down?

Main Topics:
- Characteristics of Chemical Reactions
- Chemical Properties and Interactions
- Modeling Conservation of Matter
- Energy in Chemical Reactions
- Introduction to Photosynthesis
- Energy Flow in Organisms
- Earth Materials

Terminology / Vocabulary
- Chemical process, properties, reactant, chemical reaction, product, chemical equation, bulk quantities, matter, physical property, chemical property, pure substance, synthetic materials, natural resources, solubility, density, conserve, atom, chemical reaction, subscript, chemical formula, coefficient, balanced chemical equation, law of conservation of matter, photosynthesis, phytoplankton, carbon, carbon dioxide, cellular respiration, energy, molecule, oxygen, organism, nutrient cycle, water cycle, carbon cycle, nitrogen cycle, igneous rock, metamorphic rock, sedimentary rock, earth systems, rock cycle, carbon-oxygen cycle

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Signs of Chemical Reactions lab, Biosynthetic Substances research task, Identifying Liquids lab, Natural vs Synthetic Substances research task, Closing in on Reactions lab, Speed Reactions engineering design solution, Mix and Match lab, Designing Medical Equipment PBL task, Importance of Light lab, Build a Terrarium engineering design solution, Lunar Greenhouse PBL task, Calorie Counter lab, Crystallization of Igneous Rocks lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. MS-PS1-6 undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-ESS2-1 Develop a model to describe	Students model unobservable mechanisms and determine that matter is conserved in physical and chemical processes. Students burn sugar to observe signs a chemical reaction has occurred. Students observe typical signs of a chemical reaction and how atoms are rearranged to form new substances. Students conduct three activities testing various properties to determine whether a substance is a pure substance or a mixture by observing macroscopic patterns that result from microscopic and atomic-level structure. Students observe that pure substances have characteristic physical and chemical properties that can be used for identification by analyzing and interpreting data to determine similarities and differences in findings. Students plan an investigation to identify four unknown clear liquids as water, alcohol, vinegar, or hydrogen peroxide by testing their properties. Students develop models with mass units and a double pan balance to describe unobservable mechanisms such as conservation of matter. Students plan and conduct an investigation to model and describe unobservable mechanisms such as the conservation of matter in physical and chemical processes in both open and closed systems, limit possible solutions, and evaluate the accuracy of methods used to collect data. Students design an airbag prototype to model conservation of matter. Students observe transfer of energy in chemical reactions and track energy flows as they absorb or release energy. Students mix various substances to identify endothermic and exothermic reactions. Students use snap-together cubes to model the process of photosynthesis and demonstrate the transfer of energy in a system. Students design a system to observe the role of photosynthesis in cycling of matter and flow of energy into and out of organisms – when energy from light transfers and drives the chemical reaction that produces oxygen and complex food molecules (sugars) from water and carbon dioxide. Students construct a scientific explanation to explain the requirement of light energy in the process of photosynthesis based on evidence obtained from their own experimentation and an understanding of theories and laws that describe the natural world. Students build a terrarium using an Engineering Design Process.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

the cycling of Earth's materials and the flow of energy that drives this process. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Students play a matching card game to discover where energy comes from and why organisms need it. Students model the process of cellular respiration and demonstrate that matter is conserved. Students model unobservable mechanisms such as the the Law of Conservation of Mass when food is rearranged through chemical reactions forming new molecules that support growth or release energy as matter moves through an organism. Students investigate and determine the amount of calories in a cashew. Students construct a model to explain stability and change that occurs during the cycling of Earth materials and, and to describe processes and forces that control rates of change in large scale systems such as those that occur during the formation of igneous, metamorphic and sedimentary rock. Students develop and use a model to describe naturally occurring phenomena and to make predictions about the rock cycle. Students melt and cool crystals of phenyl salicylate to examine how the rate of cooling affects the size of crystal formation and predict the relative cooling rates of three igneous rock samples. Students explain the cycling of matter and energy between the different spheres of Earth by creating travel logs of molecules in the nitrogen, carbon, and water cycles to describe a simulated journey. Students create a series of flowcharts to show the flow of energy that drives the cycling of Earth's materials.	

Course: Grade 7 Science	**Time Frame:** 1st Half Semester (2nd semester)
Unit of Study: - Unit 3 - Natural Processes and Human Activities Shape Earth's Resources and Ecosystems	**Unit Driving Question:** - How will the movement of continents affect the matter and energy flow within the new ecosystems?
	Unit Mission: - You are a news reporter who just learned that the continents are constantly moving. Using what you have learned, write a breaking news article informing the public about why the continents are moving and how scientists believe continents will collide in the distant future. Explain the effects the colliding continents will have on the matter and energy flow within the different ecosystems.

Essential Questions:
- What processes have shaped the distribution of Earth's resources and ecosystems?
- How do organisms in ecosystems interact with each other?
- How do organisms in ecosystems interact with the physical environment?
- What patterns of interactions are common across different ecosystems?

Main Topics:
- Predation in Ecosystems
- Matter and Energy in Food Webs
- Map of Ancient Lands
- Seafloor Spreading

Terminology / Vocabulary
- Competition, mutualism, predation, aquatic, consumers, cycle of matter, decomposers, ecological recycling, energy transfer, food webs, nutrients, producers, terrestrial, fossils, large-scale system interactions, mid-ocean ridge, tectonic plates, trenches

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Interactions in the Garden lab, Earthworms-Molecular Movers lab, Energy and Matter Pyramid engineering design solution, Super Evidence lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS1-2	Students find their "date" as they match up the two organisms that are in symbiotic (mutualistic), predatory, or competitive	Concept

Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate	relationships. Students grow container gardens to observe and identify patterns of cause-and-effect symbiotic relationships. Students construct an explanation that includes qualitative and/or quantitative relationships between variables to predict and/or describe interactions in the gardens. Students examine an owl pellet to determine the amount of prey that is consumed by a predator, the owl. Students construct an ecosystem food web/relationship poster and then do a gallery walk to compare relationships in different ecosystems. Students play the role of different organisms in a food web. Students develop a mini-compost system to investigate the cycling of matter and energy within an ecosystem and describe how decomposers recycle nutrients from organic matter in the model. Students compare and critique scientific explanations about the effect of decomposers on matter in an ecosystem with respectful rebuttal. Students develop a model to describe the cycling of matter and track the flow of energy among living and nonliving parts of an ecosystem. Students apply mathematical concepts to describe the amount of energy transferred from each trophic level of the ecosystem. Students reposition the continents like pieces of a puzzle to form one continent. Students observe patterns indicating rate of change and that provide information about natural systems, such as how tectonic plates have moved great distances. Students analyze and interpret data on distribution of fossils, rock formations, presence of ancient glaciers, and continental shapes to provide evidence of past plate motions and to support the theory of continental drift. Students place a series of maps of ancient Earth in order and correlate the maps to actual time periods to predict the location of landmasses 200 million years in the future. Students create slideshow presentations of evidence to support Wegener's theory of continental drift. Students demonstrate the phenomenon of seafloor spreading by creating a mid-ocean ridge model showing new magma production along divergent plate boundaries and the recycling of oceanic crust at subduction zones. Students use a model to observe ocean crust material movement under continental crust at trenches. Students analyze and interpret data using seafloor structure maps to provide evidence of past tectonic motions at ridges.	Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence-Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

motions. MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Students see patterns that provide information about natural systems, such as in the rate of change in continuously generated ocean seafloor. Students construct diagrams and cite information from an article about seafloor spreading to support the diagrams. Students compare known scientific data with previous model simulations and evaluate the model limitations.	

Course: Grade 7 Science

Time Frame: 2nd half Semester (2nd semester)

Unit of Study:
- Unit 4 - Sustaining Biodiversity and Ecosystem Services in a Changing World

Unit Driving Question:
- How will geoscience processes affect the biodiversity in Sunnyville 40 years from now?

Unit Mission:
- Analyze a map of Sunnyville to determine any impacts to the biodiversity of the ecosystem in and around the city 40 years from now. Create a poster that summarizes these impacts and includes a solution to the possible decrease in biodiversity. Present your poster to the International Panel during the Biodiversity Protection Conference.

Essential Questions:
- What services do ecosystems provide?
- What is biodiversity and why is it important?
- What natural processes and human activities threaten biodiversity and ecosystem services?
- How can people help sustain biodiversity and ecosystem services in a changing world?

Main Topics:
- The Dynamic Nature of Ecosystems
- Ecosystem Biodiversity
- Changes in Biodiversity
- Geoscience Processes
- Weathering and Erosion
- Natural Hazard Predictions

Terminology / Vocabulary
- Dynamic, ecosystem, resilience, ecosystem dynamics, oceanic, purification, biodiversity, recycling, resources, solution, geoscience process, global, interactions, microscopic, erosion, surface features, weathering, underground formations, forecast, geologic forces, natural hazard

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Modeling an Algae Bloom lab, Story of Change research task, Wetland Designs engineering design solution, Designing and Ecotourist's Dream engineering design solution, Power Plant Placement PBL task, Deposition and Slope lab, Cave and Cavern Expedition Travel Brochure PBL task, Can Natural Disaster be Predicted? lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services. MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit	Students plan an investigation to promote the growth of algae, demonstrating that small changes in one part of a system may cause large changes in another part of the system. Students construct a written argument supported by empirical evidence and scientific reasoning to explain potential human impact on an ecosystem. Students perform a card sort to create a storyline of succession. Students analyze the effects of a disruptive event in several ecosystems. Students model the spread of disease in a monoculture versus in an area with high biodiversity and then calculate the biodiversity index of a lawn and grassland. Students examine how changing the biodiversity of ocean life can affect the food chain and consider how small changes in one part of the system can cause large changes in another part. Students use criteria and constraints to ask questions for clarification and evaluate diagram/model design solutions for a wetlands mitigation project. Students identify species from locations around the world by their natural history and human use descriptions. Students create posters illustrating various ecological services. Students design an ecotourism facility that maintains biodiversity and ecosystem services. When researching the problem, they incorporate identification of how small changes in one part of the system might cause large changes in another part. Students develop agreed-upon design criteria that are used to evaluate each of the proposed solutions at the completion of the task. Students use models for a landslide and geochemical reaction to observe very large and very small natural systems and to study geoscience processes. Discussion includes that observed functions in the scaled models might change in a natural system. Students observe large-scale geoscience processes using a model of tectonic plate movement and mountain formation. Students evaluate their introductory chart placement of geoscience processes and make corrections as needed. Students use stream tables to model the weathering and erosional effects of flowing water over landforms to observe phenomena in large systems. Students use stream tables to model the weathering and erosional effects of ice.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Students collect data to analyze how land slope affects weathering and erosional surface features and delta deposition. Students use models to conduct investigations and observe phenomena in systems that are too large and would take too long to collect data. Students construct scientific explanations based on evidence obtained from their own investigations and the assumption that theories and laws that describe the natural world will continue to operate, such as water seeking the lowest point of elevation due to the pull of gravity. Students use map overlays to identify data patterns that can help forecast the locations and likelihoods of future catastrophic events such as volcanic eruptions and earthquakes. Students analyze historical data and interpret maps of geologic events and forces on a global scale to identify temporal and spatial relationships. Students investigate and research natural hazards and how scientists study them. Class data is analyzed and interpreted to determine similarities and differences in the predictability of these events.	

Sunrise Middle School - 8th Grade Science Curriculum Maps

The purpose of this document is to provide an overview of the crosscutting concepts for each grade level. It is not intended to dictate day-to-day instruction. Pacing can be adjusted depending on student progress such as work at a slightly slower or faster pace to allow extra time for review, re-teaching, extensions, instructional interruptions (including adjustments in the school schedule), adjustments in department assessment windows, and school-wide examination dates. Tasks selected for each unit of study highlight the instructional shifts in science learning in terms of student expectations for deepening knowledge and application. The standards for mathematical practice and the English Language Development (ELD) standards are interwoven throughout the science lessons.

Following the instructional pathway from Stemscopes by Accelerate Learning, each instructional segment (units) is comprised of a number of modules (chapters) centered on one key driving question, such as "do soil samples taken from a newly discovered planet provide enough evidence of life and natural resources to justify future explorations of this planet?" The questions are accompanied by a mission briefing which provides context and gives the students the opportunity to consolidate all that they have learned in a given instructional segment, and followed by an action plan where they apply the disciplinary core ideas (knowledge), the science and engineering practices (science and math centered skills), and cross-cutting concepts (academic concepts found in multiple core subjects).

The overall goal of the curriculum is aimed at making science and its practices relevant to the students, as well as equipping them with skills and habits that can be applied beyond a strictly science-based academia. A major theme behind each grade level is the impact human activities are having on the natural world, and possible solutions to problems that may arise. To this end, students work through several activities per module, including classroom activities, scientific investigations (labs), engineering design solutions (designing and arguing for a solution to the design challenge by using math, science, and English language skills), research tasks (using technology, academic research skills, and practicing writing/communication skills), and project-based learning tasks (PBL). While the primary resource comes from Stemscopes, textbooks and lab materials from CPO Science are also used to supplement the students' learning.

<table>
<tr><td>Course: Grade 8 Science</td><td>Time Frame: 1st Half Semester (1st semester)</td></tr>
<tr><td rowspan="2">Unit of Study:
- Unit 1 - Objects Move and Collide</td><td>Unit Driving Question:
- How do unbalanced forces cause sports injuries?</td></tr>
<tr><td>Unit Mission:
- Students diagram and label the impact forces have on sports injuries, including collisions, quick stops, and gravity. They then design a device to help each patient through the rehabilitation process and/or to prevent the injury from reoccurring.</td></tr>
<tr><td colspan="2">Essential Questions:
- What are forces and how do they affect the motions of objects?
- Do objects always need a force in order to keep moving?
- What happens when a moving object collides with something?
- How do fossils provide evidence of an ancient collision that wiped out the dinosaurs?</td></tr>
<tr><td colspan="2">Main Topics:
- Newton's Third Law of Motion
- Changes in Force, Motion, and Direction
- Gravitational Forces
- Kinetic Energy</td></tr>
</table>

Terminology / Vocabulary

- Motion, interacting objects, Newton's Third Law, direction, reference frame, attractive, gravitational forces, interactions, mass, outputs, process, motion energy, proportional relationship, speed

Resources/Experiments

- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Rube Goldberg Machine engineering design solution, Relationship Between Force, Mass, and Acceleration lab, Balloon Car PBL task, The Effect of Mass lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. MS-PS3-1 Construct and interpret graphical displays of data	Students use common board games and images to identify the parts and aspects of a system such as inputs, process, and outputs including energy, matter, and information flows within systems. Students rotate through stations to observe Newton's Third Law. Students observe multiple action-reaction examples of action at a distance. Students apply scientific ideas and principles to design, construct, and test a Rube Goldberg machine to demonstrate Newton's Third Law of Motion between objects in collision. Student diagram, analyze, and calculate net force for situations of balanced and unbalanced forces. Students plan an investigation to explain that stability and change in motion depends on the net force on the object and mass of the object in the system. Students investigate by identifying and determining variables and controls, tools needed, and data required for support of a scientific claim. Students use the engineering design process to build a prototype and utilize knowledge of the effect of balanced/unbalanced forces on an object and the relationships between force, mass, and acceleration. Students use a model to observe the importance of mass on the gravitational force between objects. Students use a simulator to model system interactions between gravity and the mass of objects. Students use evidence collected from the model system and scientific reasoning to construct a scientific explanation about gravitational forces.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify	Students use a simulator to explore gravitational forces in space and gather evidence that gravitational attraction is dependent on mass. Students gather data and calculate the speed and kinetic energy of their motion. Students consider factors that affect optimal operational range for successful data collection when using a stopwatch. Students use algebraic expressions and equations to represent proportional relationships of kinetic energy, mass and speed while conducting a scientific investigation. Students construct, analyze and interpret graphical displays of kinetic energy, speed and mass data to identify linear and non-linear relationships.	

the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.		

Course: Grade 8 Science

Time Frame: 2nd Half Semester (1st semester)

Unit of Study:
- Unit 2 - Noncontact Forces Influence Phenomena

Unit Driving Question:
- How can an object influence the motion of another object without touching it?

Unit Mission:
- The government has expanded its manned space missions to further explore phenomena that occur on Earth, in the atmosphere around Earth, and in space. The mission will allow a manned space crew to observe these events on a journey to the edge of Mars and back. The information the crew provides will help future missions planned for setting up manned Mars stations. You are a part of a shuttle crew completing a one-year (365-day) journey in space to collect data. Your primary duty is to create a video log of significant discoveries you make throughout your journey.

Essential Questions:
- What causes the cyclical changes in the appearance of the Moon?
- How can an object influence the motion of another object without touching it?
- Does Earth's force of gravity attract other objects equally?

Main Topics:
- Potential Energy
- Energy Transfer Between Objects
- Earth, Sun, and Moon System
- Patterns of Motion
- The Universe
- Formation of the Solar System
- The Solar System
- Electromagnetic Forces
- Force Fields

Terminology / Vocabulary
- Relative positions, energy, system, potential energy, force, axis, differential, eclipse, seasons, cyclic patterns, lunar phases, moon, star, sun, universe, galaxy, Milky Way Galaxy, solar system, dust, gas, gravity, asteroids, gravitational pull, orbit, planet, current, electric force, electromagnetic force, magnetic force, magnetic strength, magnitude, charged object, electric, gravity, magnetic

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Potential Predictions lab, Static Potential Energy lab, Skateboard Design engineering design solution, Day Length and Seasons lab, Lunar Cycle Model

engineering design solution, The Effect of Gravity lab, Solar System Model Presentation engineering design solution, Electromagnetism lab

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Students investigate potential energy with a model representing energy flow within interactions of an Earth-object system. Student use the model to describe energy flow due to the unobservable mechanism of gravity between Earth and a ball from different release points. Students conduct a scientific investigation to correlate the level of static potential energy in a charged balloon with the distance at which it acts on an aluminum can. Students observe an Earth-object system to examine how positioning affects gravitational field energy and the mechanism of release of that energy. Students examine how position and orientation of magnetic objects affect field energy and the mechanism of that energy release. Students use models to examine energy flow in an electric field system including interactions between charged micro-beads and a balloon. Students develop models to describe unobservable mechanisms between potential energy, position and the charges of interacting objects within the system. Students develop and use a kinesthetic model to predict and describe phenomena such as solar and lunar eclipses within the Earth-sun-moon system. Students discover seasons as a result of changes in the number of daylight hours and the angle of incidence of the Sun's light rays on Earth's surface due to the tilt of Earth on its axis and Earth's revolution around the Sun. Students discover seasons as a result of changes due to differential intensity of the Sun's light rays on Earth's surface. Students construct a model to represent the galactic center, Sun, Moon, and Earth, then use the model to explain their relative motions. Students model cyclic patterns of lunar phases to identify cause-and-effect relationships in the Earth-Sun-Moon system. Students use the model to predict and describe cyclical lunar patterns that are observable from Earth. Students represent energy and matter flows within systems as they model the formation of the universe. Student develop and use the model to describe phenomena such as the role of gravity during formation events. Students perform a kinesthetic model of the relationship between mass and gravitational force.	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Students investigate and research masses of various objects in the Milky Way galaxy and analyze the effect of gravity on the relationships of the objects within the galaxy. Students use a model to observe the effect the spinning motion had on the formation of the solar system. Students use a kinesthetic model to represent the flow of matter and energy during the formation of our solar system and the interactions within the system, such as inputs, processes and outputs. Students develop and use the model to predict and describe phenomena such as gravity's role in formation and motions of objects within our solar system. Students demonstrate that systems in a dynamic equilibrium are stable due to a balance between inertia and gravity by modeling the revolution of one object around another. Students use the model to predict and describe events that would take place within the system if phenomena, such as gravity or inertia, changes. Students make a model to show how objects interact in space as the result of gravity. Students use a model to represent inputs, processes, and outputs due to interactions between the Earth-sun-moon system that result in daily tidal patterns on Earth. Students analyze and interpret data from model simulations to determine similarities and differences between Spring and Neap tides. Students use paper plates, bar magnets and iron filings to identify and diagram force lines in various orientations of magnetic fields. Students investigate the cause and effect relationship between strength of a magnetic field and exposure to electric current to make predictions. Students frame a hypothesis based on observations and scientific principles to investigate electromagnetic forces. Students use a computer-generated simulation to construct understanding about magnetic field induction of electric current. Students learn how principles of electromagnetism are utilized by building a simple motor, and then ask questions about improving the performance of the motor. Students use cause and effect relationships between charged objects and electrical forces that act at a distance to make predictions about interactions. Students identify that gravitational, electrical, and magnetic forces between a pair of objects can be mapped by their effect on a test object (mass, charge, or magnet, respectively).	

Course: Grade 8 Science	**Time Frame:** 1st Half Semester (2nd semester)
Unit of Study: - Unit 3 - Evolution Explains Life's Unity and Diversity	**Unit Driving Question:** - How does the history of Earth and evidence of evolution give us clues about how Earth evolved and how species are similar and diverse?
	Unit Mission: - Students will create an organism, determine how their made-up species evolved, add unity and diversity to life through natural selection, and determine how science can predict its age and environment based on clues from rock and fossils.

Essential Questions:
- What can we infer about the history of Earth and life on Earth from the clues we can uncover in rock layers and the fossil record?
- What evidence supports Darwin's theory of biological evolution?
- How do evolution and natural selection explain life's unity and diversity?

Main Topics:
- Geologic History of Earth
- Fossil Record
- Embryonic Development
- Evolutionary History and Relationships
- Adaptation by Natural Selection
- Natural Selection and Populations
- Gene and Gene Mutations
- Mutations
- Artificial Selection

Terminology / Vocabulary
- Fossil record, geologic time scale, rock strata, chronological order, common ancestry, diversity, extinction, radioactive dating, sedimentary layers, anatomy, embryological development, evolutionary history, adaptation, generation, population, natural selection, trait, cell, chromosome, function, genes, structure, variants, mutation, protein, artificial selection

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Observing Plant Embryos lab, A Common Ancestor? research task, Cactus Beetle Simulation lab, Rabbit Computer Simulation lab, Daphne Island Populations lab, Genes and Proteins research task, Sickle Cell Disease engineering design solution, Predicting Mutations engineering design solution, Population a New planet engineering design solution, Bees for Rent PBL task

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	Students use observations to determine the sequence of events and relative age of rock strata. Students make a scaled model for a portion of the Geologic Time Scale to understand the organization of phenomena over extremely large periods of time. Students analyze rock strata and the fossil record within a model to determine relative age of rock layers. Students construct a scientific explanation for events in the geologic record based on the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future, such as the Law of Superposition. Students use blocks to model how fossils are deposited over time, reflect on the five mass extinctions, and identify patterns in data by analyzing charts and images and constructing a timeline graph. Student analyze and interpret data to determine similarities and differences in their findings. Students use various materials to simulate three types of fossil formations: petrified, imprinted, and preserved. Students use radiometric data and related information to conclude fossil ages. Students make a model of a basic embryo of the phylum Chordata. Students identify patterns in data by viewing and sorting images of embryonic development of five different animals and organizing their developmental stages in a chart. Students construct, analyze, and interpret data sets in a cladogram to identify linear and non-linear relationships. Students compare the skeletons of a rat and an elephant. Students sort skeletal structures representing ancestral lines of horses and dogs and use emerging patterns to identify possible cause and effect relationships. Students apply an understanding of scientific ideas, such as homologies in skeletal structure, to infer evolutionary relationships from similarities and differences among modern organisms and fossil organisms. Students investigate natural selection using a simulation involving the cactus beetle. Students use a natural selection computer simulation to demonstrate that cause-and-effect relationships may be influenced by more than one cause, and can be described using probability. Students use mathematical representations and computer simulation results to support a scientific explanation about what	Concept Attainment Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence -Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	mutations influence rabbit survival in various environments. Students use beans to simulate survival of the fittest. Students match physical or behavioral traits to how the trait provides a survival advantage. Students use a simulation to model how chromosomes and genes are passed from parent to offspring. Students model complex and microscopic structures to demonstrate how genes are passed from parent to offspring and how mutations that may result in new structural features or functional behaviors occur when the genetic instruction code is changed. Students use the model to describe possible inherited or replicated mutations that can affect the structures and functions of the organism and, thereby, change traits. Students rearrange letters to show that changing one letter or the position of the letter changes the sentence. Student model mutations occurring from complex and microscopic systems to analyze how resulting structural functions can be described. Students use the models to complete a task to determine whether the mutation can be described as beneficial, harmful, and/or neutral in a simple system. Students predict mutations and sketch prototypes of animals with mutations as a result of a zoo's request for help after an accidental radiation exposure. Students read and analyze Trait Cards and determine if the scenario presented represents artificial or natural selection. Students use general physical and behavioral traits of dogs to artificially select a new breed of dog. Students select organisms to breed and use as a food source in a new planet.	

Course: Grade 8 Science	**Time Frame:** 2nd half Semester (2nd semester)
Unit of Study: - Unit 4 - Sustaining Local and Global Biodiversity	**Unit Driving Question:** - How can interpreting waves be used to measure biodiversity?
	Unit Mission: - Design a device to detect the populations of bat and dolphin species on an island uninhabited by humans. Then decide on the best location to the deploy the device while considering how best to conserve the uninhabited island. Explain why you made your decision.

Essential Questions:
- What are the characteristic properties and behaviors of waves?
- What human activities harm Earth's biodiversity and what human activities help sustain local and global biodiversity?
- How does communication technology encode information and how can digital technologies be used to help sustain biodiversity?

Main Topics:
- Introduction to Properties of Waves
- Modeling Waves through Various Mediums
- Properties of Visible Light
- Modeling Electromagnetic Waves
- Digital vs. Analog Signals
- Consumption of Natural Resources

Terminology / Vocabulary
- Amplitude, frequency, repeating pattern, simple wave, wavelength, medium, sound wave, transmitted, wave, absorbed, electromagnetic radiation, light, light path, reflected, transparent, brightness, matter wave, media, wave model, digitized signals, encode, wave pulses, natural resources, per-capita, population

Resources/Experiments
- Stemscopedia chapter readings by Stemscopes
- Select reading from textbooks by CPO
- Reading Science articles by Stemscopes
- Content Connection Videos by Stemscopes
- Math Connection tasks by Stemscopes
- Scientific Investigations and Engineering Solutions (labs), class activity, research task plans by Stemscopes and CPO
    - Testing Different Mediums lab, Interactions of Light Waves lab, Lights Out engineering design solution, Brightness lab, Mechanical Waves vs. Electromagnetic Waves research task, Analog vs Digital Video Games PBL task, Engineering a Landfill engineering design solution

NGSS Alignment	Objectives (TSWBAT)	Assessments
MS-PS4-1 Use mathematical representations to	Students will create waves during the first part of the activity, then use a computer simulation in order to observe their properties and discover relationships between the properties.	Concept Attainment

describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural	Students will explore waves using a spring toy and a computer simulation in order to discover relationships among various wave properties. Students observe, describe, and model sound wave absorption, reflection, and transmission. Students use cup phones to investigate which connector material best functions as a medium for sound energy transfer. Students analyze and use a model diagram of seismic wave patterns to describe the state of matter of Earth's outer core. Students investigate interactions of visible electromagnetic waves with various materials, such as reflection, absorption, refraction, and transmission. Students observe how different frequencies or colors of light interact with the same material. Students observe the interaction of light between different mediums. Students create a window treatment that functions as a stylish and effective method of blocking outside light, by taking properties of different materials into account and how the materials can be shaped and used. Students use a simulation program to model the interaction of different colors of light rays and the surface between different media. Students determine the effect of frequency on the angle of refraction and develop a model diagram to describe observations. Students investigate the effect on luminosity, or brightness of light, as it transmits through a medium. Students digitize analog signals. Students take an on campus field trip to observe what environmental conservation efforts are employed on the campus. Students use a bell pepper to model increasing human populations and their use of natural resources, identify relationships between them as causal or correlational, and then infer causation. Students construct a written argument supported by scientific reasoning and empirical evidence obtained from the model, to explain how this phenomenon impacts Earth's resources. Student's apply scientific ideas and principles to construct and test a landfill design that will have the least effect on the surrounding environment. Student's use cause and effect relationships to predict consequences to nature and determine design changes.	Quizzes Multiple-Choice Assessments Open-Ended Response Assessments Claim-Evidence-Reasoning Assessments Performance Expectation Tasks Unit Mission Log and Action Plan

environment that may limit possible solutions. MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.		

Date	Unit/Essential Questions	Objective	Assessment	Standards
August				
Week 1-August 15-17	Early Civilizations -How did the environment influence the migrations of early humans? -How did early humans adapt to new environments and climate changes? - How did people live by the gathering and hunting way of life? - Why did some people develop agriculture and pastoral nomadism? - What were the effects of these new ways of life?	- The students will be able to know the classroom procedures. - The students will be able to summarize key events of Early Human History and Civilizations on a timeline	-timeline	H-SS-6.1.2-3 CCSS.ELA-LITERACY.RH.6-8.2
Week 2-August 20-24	Early Civilizations -How did the environment influence the migrations of early humans? -How did early humans adapt to new environments and climate changes? - How did people live by the gathering and hunting way of life? - Why did some people develop agriculture and pastoral nomadism? - What were the effects of these new ways of life?	-The students will be able to locate key places in Africa and be able to analyze why people settled in the Fertile Crescent Valley. -Describe the hunter gatherer groups	-map of Africa -Hunter-gatherer groups handouts	H-SS-6.1.2-3 CCSS.ELA-LITERACY.RH.6-8.7 CCSS.ELA-LITERACY.RH.6-8.2
Week 3-August 27-31	Early Civilizations	-Describe the hunter gatherer groups.	-hunter-gatherer groups handout	H-SS-6.1.1, 6.1.3

	-How did the environment influence the migrations of early humans? -How did early humans adapt to new environments and climate changes? - How did people live by the gathering and hunting way of life? - Why did some people develop agriculture and pastoral nomadism? - What were the effects of these new ways of life?	-Discuss how climate changes and the environment gave rise to the domestication of plants and animals	-Neolithic Age handout	CCSS.ELA-LITERACY.RH.6-8.2
September				
Week 4-September 4-7	Early Civilizations -How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of -	-Discuss how climate changes and the environment gave rise to the domestication of plants and animals -Analyze the political, social, economic, and religious orders of Mesopotamia	-Neolithic Age handout -Sumer gallery walk	H-SS-6.1.3, 6.2 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean?			
Week 5-September 10-14	Early Civilizations How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean	-Analyze the political, social, economic, and religious orders of Mesopotamia -Understand the relationship between religion and the social and the political order of Mesopotamia	-Sumer Gallery Walk -Empires of Mesopotamia handout	H-SS-6.2, 6.2.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 6-September 17-21	Early Civilizations How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding	Understand the relationship between religion and the social and the political order of Mesopotamia	-Empires of Mesopotamia handout	H-SS-6.2.3 CCSS.ELA-LITERACY.RH.6-8.2

	environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean			
Week 7-September 24-28	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean	-The students will be able to identify key events of Egypt and Kush on a timeline -locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations	-timeline -Map of ancient Egypt	H-SS-6.2.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
October				
Week 8-October 8-12	Egypt	--locate and describe the	-Map of ancient Egypt	H-SS-6.2.1

	How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean	major river systems and discuss the physical settings that supported permanent settlement and early civilizations		CCSS.ELA-LITERACY.RH.6-8.7
Week 9-October 15-19	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule	-students will be able to create their own hieroglyphics art -understand the significance of Hathshepsut and Ramses	-Hieroglyphics project -pharaoh handout	H-SS-6.2.7, 6.2.5 CCSS.ELA-LITERACY.RH.6-8.2

	by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean			
Week 10-October 22-26	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean	-understand the significance of Hathshepsut and Ramses	-Egyptian Monument project	H-SS-6.2.3, 5 CCSS.ELA-LITERACY.RH.6-8.2
Week 11-October 29-November 2	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental	--understand the significance of Hathshepsut and Ramses -Students will be able to name the gods of Egypt.	-Egyptian Monument project -Gods of Egypt handout	H-SS-6.2.3 CCSS.ELA-LITERACY.RH.6-8.2

	factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean			
Week 12-November 5-9	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt,	---Students will be able to summarize the mummification process in a storyboard	-Mummification process notes -Mummification storyboard	H-SS-6.2.3 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	Kush, India, and the eastern Mediterranean			
November				
Week 13-November 13-16	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment? - How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean	----Students will be able to summarize the mummification process in a storyboard	-Mummification storyboard	H-SS-6.2.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 14-November 19-21	Egypt How did civilizations—complex urban societies—develop in Mesopotamia, Egypt, and Kush? -What environmental factors helped civilizations grow? What impact did civilizations have on the surrounding environment?	-Students will be able to summarize the daily life of Egyptians	-Daily Life in Egypt Handout	H-SS-6.2.3 CCSS.ELA-LITERACY.RH.6-8.2

	- How did people's lives change as states and empires took over these areas (increase in social differences, rule by monarchs, laws)? – From 4000 BCE to 500 BCE, how did contact, trade, and other links grow among the urban societies of - Mesopotamia, Egypt, Kush, India, and the eastern Mediterranean			
Week 15-November 26-29	Judaism - What were the beliefs and religious practices of the ancient Israelites? -How did the religious practices of Judaism change and develop over time? -How did the environment, the history of the Israelites, and their interactions with other societies shape their religion? - How did early Judaism support individuals, rulers, and societies?	-The students will be able to summarize the important people of Judaism. - The students will be able to summarize the importance of Hanukkah.	-Judaism Handout -Hanukkah Organizer	H-SS-6.3 CCSS.ELA-LITERACY.RH.6-8.2
December				
Week 16-December 3-7	Judaism - What were the beliefs and religious practices of the ancient Israelites? -How did the religious practices of Judaism change and develop	-The students will be able to summarize the events leading to the Holocaust. - The students will be able to analyze the Holocaust and its significance in Jewish history.	-The History of the Holocaust notes Why Should We Remember the Holocaust? project	H-SS-6.3 CCSS.ELA-LITERACY.RH.6-8.7

	over time? -How did the environment, the history of the Israelites, and their interactions with other societies shape their religion? - How did early Judaism support individuals, rulers, and societies?			
Week 17-December 10-14	Judaism - What were the beliefs and religious practices of the ancient Israelites? -How did the religious practices of Judaism change and develop over time? -How did the environment, the history of the Israelites, and their interactions with other societies shape their religion? - How did early Judaism support individuals, rulers, and societies?	- The students will be able to analyze the Holocaust and its significance in Jewish history.	- Why Should We Remember the Holocaust? project	H-SS-6.3. CCSS.ELA-LITERACY.RH.6-8.7
Week 18-December 17-21	Judaism - What were the beliefs and religious practices of the ancient Israelites? -How did the religious practices of Judaism change and develop over time? -How did the environment, the	-- The students will be able to analyze the Holocaust and its significance in Jewish history.	- Why Should We Remember the Holocaust? project	H-SS-6.3 CCSS.ELA-LITERACY.RH.6-8.7

	history of the Israelites, and their interactions with other societies shape their religion? - How did early Judaism support individuals, rulers, and societies?			
Semester 2 Week 1-January 8-11	India -How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies? - How did the religion of Buddhism support individuals, rulers, and societies?	-Students will be able to analyze how geography affected the settlement of India	-map -"Wild India" written assessment	**H-SS-6.5.1** CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RH.6-8.7
Week 2, January 14-18	India -How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies? - How did the religion of Buddhism support individuals, rulers, and societies?	-Students will be able to summarize the origins of Hinduism.	-guided notes	H-SS-6.5.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 3, January 22-25	India -How did religions of Ancient India, including, but not limited to early Hinduism, support	-Students will be able to summarize the origins of Buddhism	-skit -storyboard	**H-SS-6.5.3** CCSS.ELA-LITERACY.RH.6-8.2

	individuals, rulers, and societies? - How did the religion of Buddhism support individuals, rulers, and societies?			
Week 4, January 28-February 1	India -How did religions of Ancient India, including, but not limited to early Hinduism, support individuals, rulers, and societies? - How did the religion of Buddhism support individuals, rulers, and societies?	-Students will be able to summarize the origins of Buddhism -Students will be able to compare and contrast Hinduism and Buddhism.	-skit -storyboard -venn diagram	H-SS-6.5.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 5, February 4-8	Greece -How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted by Greek urban societies? -What were the achievements and limitations of Athenian	--Students will be able to identify key locations on a map of Greece	-reading organizer	H-SS-6.4.1 CCSS.ELA-LITERACY.RH.6-8.7

	democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 6, February 11-15	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted by Greek urban societies? -What were the achievements and	-Students will be able to trace the rise of democracy	-reading organizer	H-SS-6.4.2-3 CCSS.ELA-LITERACY.RH.6-8.2

	limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 7, February 25-March 1	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted by Greek urban societies? -What were the	-Students will be able to trace the rise of Democracy	-group project	H-SS-6.4.2-3 CCSS.ELA-LITERACY.RH.6-8.2

	achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? --How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 8, March 4-8	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted by Greek urban societies?	-Students will be able to describe the cultural achievements of Athens	-reading organizer-gallery walk	H-SS-6.4. CCSS.ELA-LITERACY.RH.6-8.7

	-What were the achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? --How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 9, March 11-15	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted by Greek urban	Students will be able to analyze the major differences between Athens and Sparta.	reading organizer, dbq: Athens and Sparta debate	H-SS-6.4.6 CCSS.ELA-LITERACY.RH.6-8.1

	societies? -What were the achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 10, March 18-22	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the political forms adopted	Students will be able to analyze the major differences between Athens and Sparta.	- reading organizer, dbq: Athens and Sparta debate	H-SS-6.4.6 CCSS.ELA-LITERACY.RH.6-8.1

	by Greek urban societies? -What were the achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 11,March 25-29	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and Spartans? -What were the	Students will be able to analyze the major differences between Athens and Sparta.	- reading organizer, dbq: Athens and Sparta debate	H-SS-6.4.6 CCSS.ELA-LITERACY.RH.6-8.1

	political forms adopted by Greek urban societies? -What were the achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 12, April 1-5	Greece How did the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affect the development of Greek societies? - What were the differences in point of view and perspective between the Persians and the Greeks, and between Athenians and	Students will be able to analyze the achievements of Alexander the Great	-reading organizer, skit	H-SS-6.4.7 CCSS.ELA-LITERACY.RH.6-8.2

	Spartans? -What were the political forms adopted by Greek urban societies? -What were the achievements and limitations of Athenian democracy? -How did Greek thought (a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific, and literary forms) support individuals, states, and societies? -- How did Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture, affect increasing connections among regions in Afroeurasia?			
Week 13, April 15-19	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome	-Students will be able to identify important locations on a map of Rome. -Students will be able to summarize the story of Romulus and Remus	-map -storyboard	H-SS-6.7.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?			
Week 14, April 22-26	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?	-Students will be able to summarize the story of Romulus and Remus	-storyboard	H-SS-6.7.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 15, April 29-May 3	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome	Students will be able to summarize the story of Romulus and Remus -	-storyboard	H-SS-6.7.1 CCSS.ELA-LITERACY.RH.6-8.2

	and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?			
Week 16, May 6-10	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?	- Students will be able to describe Roman achievements -Students will be able to analyze the effects of Mt. Vesuvius on the city of Pompeii	-guided questions -reading questions -narrative essay -storyboard	H-SS-6.7.8 CCSS.ELA-LITERACY.RH.6-8.2 H-SS-6.7 CCSS.ELA-LITERACY.RH.6-8.2
Week 17, May 13-17	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome	-Students will be able to analyze the effects of Mt. Vesuvius on the city of Pompeii	-reading questions -narrative essay -storyboard	H-SS-6.7 CCSS.ELA-LITERACY.RH.6-8.2

	and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?			
Week 18, May 20-24	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome and its integrated trade networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?	-Students will be able to analyze the effects of Mt. Vesuvius on the city of Pompeii	-reading questions -narrative essay -storyboard	H-SS-6.7 CCSS.ELA-LITERACY.RH.6-8.2
Week 19, May 28-31	Rome What were the strengths and weaknesses of the Roman Republic? -Why did the Roman Republic fall? - How did the Romans advance the concept of citizenship? - How did the environment influence the expansion of Rome and its integrated trade	-Students will be able to analyze the effects of Mt. Vesuvius on the city of Pompeii	-reading questions -narrative essay -storyboard	H-SS-6.7 CCSS.ELA-LITERACY.RH.6-8.2

	networks? -How did other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influence and affect the Romans?			

Materials:
History Alive! The Ancient World, TCI

Date	Unit/Essential Questions	Objective	Assessment	Standards
August				
Week 1-August 15-17	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? -How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?	-The students will be able to summarize key events of Islam history.	-Islam timeline	H-SS-7.2. CCSS.ELA-LITERACY.RH.6-8.2
Week 2-August 20-24	Islam - How did the environment affect	The students will be able to analyze the significance of Malala.	-Malala discussion questions	H-SS-7.2.1-3 CCSS.ELA-LITERACY.RH.6-8.2

	the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? -How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?	-The students will be able to identify key locations of the Middle East -The students will be able to summarize the story of Muhammed.	-Map of Arabia handout -The Story of Muhammed storyboard.	CCSS.ELA-LITERACY.RH.6-8.7
Week 3-August 27-31	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the	-The students will be able to summarize the story of Muhammed.	The story of Muhammed storyboard	H-SS-7.2.2 CCSS.ELA-LITERACY.RH.6-8.2

	environment? - How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?			
September				
Week 4-September 4-7	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? - How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the	-The students will be able to summarize the story of Muhammed.	The story of Muhammed storyboard	H-SS-7.2.2 CCSS.ELA-LITERACY.RH.6-8.2

	multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?			
Week 5-September 10-14	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? - How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?	- They will be able to summarize Muslim practices in a group project.	-Muslim practices group project	H-SS-7.2.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 6-September 17-21	Islam - How did the	- They will be able to summarize Muslim practices in a group project.	-Muslim practices group project	H-SS-7.2.3 CCSS.ELA-LITERACY.RH.6-8.1

	environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? -How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?	-They will be able to analyze an excerpt from the Qu'ran.	-Qu'ran handout	CCSS.ELA-LITERACY.RH.6-8.2
Week 7-September 24-28	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion	-They will be able to analyze an excerpt from the Qu'ran.	-Qu'ran handout	H-SS-7.2.3 CCSS.ELA-LITERACY.RH.6-8.1

	have on the environment? - How did Islam develop and change over time? -How did Islam spread to multiple cultures? -What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?			
October				
Week 8-October 8-12	Islam - How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? -What impact did this expansion have on the environment? - How did Islam develop and change over time? -How did Islam spread to multiple cultures?	The students will be able to write a concise summary of the contributions made by Muslims in a gallery walk.	-Gallery walk	H-SS-7.2.6 CCSS.ELA-LITERACY.RH.6-8.7

	-What were the multiple ways people of different cultures interacted at the sites of encounter, such as Baghdad?			
Week 9-October 15-19	Meso America How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?	-The students will be able to summarize key events of Latin American history -The students will be able to identify key locations on a map of Latin America	-timeline -map of Latin America -	H-SS-7.7.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 10-October 22-	Meso America	-The students will be able to	-Mayan	H-SS-7.7.2

26	How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?	write their names in Mayan hieroglyphics. -The students will be able to summarize the daily life of the Mayan Empire	Hieroglyphics project -Mayans Handout	CCSS.ELA-LITERACY.RH.6-8.2
Week 11-October 29-November 2	Meso America How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and	-- The students will be able to summarize the daily life of Tenochtitlan. -The students will be able to summarize an Aztec folktale in storyboard.	-Daily Life in Tenochtitlan -Aztec Folktale Project	H-SS-7.7.2 CCSS.ELA-LITERACY.RH.6-8.2

	the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?			
Week 12-November 5-9	Meso America How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and	- The students will be able to summarize an Aztec folktale in storyboard.	-Aztec Folktale Project	H-SS-7.7.2 CCSS.ELA-LITERACY.RH.6-8.2

	territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?			
November				
Week 13-November 13-16	Meso America How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs,	- The students will be able to summarize an Aztec folktale in storyboard	-Aztec Folktale Project	H-SS-7.7.2 CCSS.ELA-LITERACY.RH.6-8.2

	why was Tenochtitlán a site of encounter?			
Week 14-November 19-21	Meso America How did the environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?	-- The students will be able to summarize an Aztec folktale in storyboard -The students will be able to summarize the reasons for the rise of Inca Empire	-Aztec Folktale Project -The Incas guided notes	H-SS-7.7.2 CCSS.ELA-LITERACY.RH.6-8.2
Week 15-November 26-29	Meso America How did the	-The students will be able to summarize the cultural achievements of the Mayas,	-gallery walk	H-SS-7.7.4 CCSS.ELA-LITERACY.RH.6-8.4

	environment affect the expansion of agriculture, population, cities, and empires in Mesoamerica and the Andean region? -Why did the Maya civilization, the Aztec Empire, and the Inca Empire gain power over people and territories? -How did Mesoamerican religion develop and change over time? -Under the Aztecs, why was Tenochtitlán a site of encounter?	Incas, Aztecs		
December				
Week 16-December 3-7	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai	-The students will be able to identify key locations on a map of China	-Map of China	H-SS-7.3 CCSS.ELA-LITERACY.RH.6-8.7

	customs and values have on the government and society of medieval Japan?			
Week 17-December 10-14	China/ Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and society of medieval Japan?	The students will be able to summarize the cultural achievements of China	-China Inventions Gallery Walk	H-SS-7.3.5 CCSS.ELA-LITERACY.RH.6-8.7
Week 18-December 17-21	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and	The students will be able to summarize the cultural achievements of China	-China Inventions Gallery Walk	H-SS-7.3.5 CCSS.ELA-LITERACY.RH.6-8.7

	society of medieval Japan?			
Semester 2 Week 1-January 8-11	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and society of medieval Japan?	-Students will be able to identify key locations on a map of Japan -Students will be able to analyze how samurai contributed to Japanese Society	-map -Samurai group project	**H-SS-7.5** CCSS.ELA-LITERACY.RH.6-8.2 **H-SS-7.5.6** CCSS.ELA-LITERACY.RH.6-8.1,7
Week 2, January 14-18	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and society of medieval Japan?	--Students will be able to analyze how samurai contributed to Japanese Society	Samurai group project	H-SS-7.5.6 CCSS.ELA-LITERACY.RH.6-8.1,7

Week 3, January 22-25	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and society of medieval Japan?	-Students will be able to analyze how samurai contributed to Japanese Society -Students will be able to compare and contrast how Samurai and kamikaze view honor	-Samurai group project -Kamikaze guided questions -Venn Diagram	**H-SS-7.5.6** CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 4, January 28-February 1	China/Japan -How did Chinese culture, ideas and technologies, and Buddhism influence Korea and Japan? -What influence did samurai customs and values have on the government and society of medieval Japan?	Students will be able to compare and contrast how Samurai and kamikaze view honor - Europe by examining the knights code of honor in a coat of arms project.	-Kamikaze guided questions -Venn Diagram	H-SS-7.1.3,7.5.6 CCSS.ELA-LITERACY.RH.6-8.2
Week 5, February 4-8	Medieval Europe	- The students will be able to describe the importance of the feudal system in medieval	-Coat of Arms project	H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2

	-How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?	Europe by examining the knights code of honor in a coat of arms project. -The students will be able to compare and contrast Samurai and Knights.	-Powerpoint Presentation	H-SS-7.5.5, 7.6.3 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 6, February 11-15	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power?	--The students will be able to compare and contrast Samurai and Knights.	--Powerpoint Presentation	H-SS-7.5.5, 7.6.3 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	-How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 7, February 25-March 1	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states?	--The students will be able to compare and contrast Samurai and Knights.	--Powerpoint Presentation	H-SS 7.5.5, 7.6.3 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	– How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 8, March 4-8	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the	-The students will be able to compare and contrast Samurai and Knights.	-Powerpoint Presentation	H-SS-7.5.5.-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	effects of the Renaissance and the Scientific Revolution?			
Week 9, March 11-15	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?	-Students will be able to identify key locations on a map of Europe -Students will be able to describe the rise of feudalism	-map activity -reading organizer	H-SS-7.6.1 CCSS.ELA-LITERACY.RH.6-8.7 H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 10, March 18-	Medieval	--Students will be able to	-reading organizer	H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2

22	Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?	describe the rise of feudalism		
Week 11,March 25-29	Medieval Europe -How did the decentralized system of feudalism control people but	-Students will be able to describe the rise of feudalism -	-reading organizer	H-SS7.6.3 CCSS.ELA-LITERACY.RH.6-8.2

	weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 12, April 1-5	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of	-Students will be able to summarize the Crusades -Students will be able to analyze the different perspectives of the Crusades	-lecture -Simulation	H-SS-7.6.6 CCSS.ELA-LITERACY.RH.6-8.2

	people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 13, April 15-19	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern	-Students will be able to summarize the Crusades -	Lecture -simulation	H-SS-7.6.6 CCSS.ELA-LITERACY.RH.6-8.2

	period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 14, April 22-26	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?	-Students will be able to summarize medieval life in Europe -	-storyboard	H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2

Week 15, April 29-May 3	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?	-Students will be able to summarize medieval life in Europe -	-storyboard	H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2
Week 16, May 6-10	Medieval Europe -How did the decentralized system of	--Students will be able to summarize medieval life in Europe	storyboard	H-SS-7.6.3 CCSS.ELA-LITERACY.RH.6-8.2

	feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 17, May 13-17	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the	- Students will be able to analyze the spread of the Bubonic Plague .	-graphic organizer	H-SS-7.6.7 CCSS.ELA-LITERACY.RH.6-8.2

	Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 18, May 20-24	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change	-Students will be able to describe the purpose of medieval weapon and construct a catapult.	-catapult project	H-SS-7.6 CCSS.ELA-LITERACY.RH.6-8.2

	and spread during the early modern period? -What were the effects of the Renaissance and the Scientific Revolution?			
Week 19, May 28-31	Medieval Europe -How did the decentralized system of feudalism control people but weaken state power? -How did the Reformation divide the Christian Church, millions of people, and European states? – How did world religions change and spread during the early modern period? -What were the effects of the Renaissance and the Scientific	-Students will be able to describe the purpose of medieval weapon and construct a catapult.	-catapult project	H-SS-7.6 CCSS.ELA-LITERACY.RH.6-8.2

	Revolution?			

Materials:
History Alive! The Medieval World and Beyond, TCI

	Unit/Essential Questions	Objective	Assessment	Standard
August				
Week 1-August 15-17	Colonial America	- The students will be able to know the classroom procedures.		N/A
Week 2-August 20-24	Colonial America	- The students will be able to explain the reasons why the Europeans came to the Americas	-European Settlements Handout	H-SS-8.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 3-August 27-31	Colonial America - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	- The students will be able to explain the reasons why the Europeans came to the Americas - The students will be able to compare and contrast the colonies	-European Settlements Handout -colony Advertisement project	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
September				
Week 4-September 4-7	Colonial America - Why was there an American Revolution? - How did the American Revolution develop the concept of	- The students will be able to compare and contrast the colonies.	-Colony Advertisement Project	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7

	natural rights? - What were the legacies of the American Revolution?			
Week 5-September 10-14	Colonial America - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	-The students will be able to compare and contrast the colonies	-Colony Advertisement Project	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 6-September 17-21	Colonial America - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	-The students will be able to describe the 13 colonies	-Group Advertisement	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 7-September 24-28	Colonial America - Why was there an American	-The students will be able to analyze the reasons for the Salem Witch Trials	-Salem Witch Trials Handout	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.1

	Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?			
October				
Week 8-October 8-12	Colonial America - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	The students will be able to analyze the reasons for the Salem Witch Trials	-Salem Witch Trials Handout	H-SS 8.1 CCSS.ELA-LITERACY.RH.6-8.1
Week 9-October 15-19	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	-The students will be able to identify key locations of the Revolutionary War on a map. -The students will be able to describe the significance of the French and Indian War and its effects	-13 Colonies Map --Towards Independence Handout	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2

Week 10-October 22-26	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	-The students will be able to analyze whether or not the Boston Massacre was indeed a massacre	-Towards Independence Handout -Boston Massacre Activity	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 11-October 29-November 2	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	--The students will be able to analyze whether or not the Boston Massacre was indeed a massacre	Boston Massacre Activity	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.1
Week 12-November 5-9	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights?	--Students will be able to describe the events leading to the Revolutionary War	-group storyboard	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2

	- What were the legacies of the American Revolution?			
November				
Week 13-November 13-16	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	--Students will be able to describe the events leading to the Revolutionary War	-group storyboard	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 14-November 19-21	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	--Students will be able to describe the events leading to the Revolutionary War -Students will be able to analyze the Declaration of Independence	Group storyboard -Reading Analysis Organizer	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.1
Week 15-November 26-29	Revolutionary War - Why was there an American Revolution? - How did the	-Students will be able to analyze the Declaration of Independence	- Reading Organizer	-H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.1

	American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?			
December				
Week 16-December 3-7	Revolutionary War - Why was there an American Revolution? - How did the American Revolution develop the concept of natural rights? - What were the legacies of the American Revolution?	-; The students will describe the progression of the Revolutionary War in an organizer	--Reading organizer -	-H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 17-December 10-14	New Nation How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic?	-Students will be to summarize the significance of the Bill of Rights in a presentation.	-Bill of Rights Project	-H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.7
Week 18-December 17-21	New Nation	-Students will be to summarize the significance	-Bill of Rights Project.	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.7

	How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	of the Bill of Rights in a presentation.		
Semester 2 Week 1-January 8-11	New Nation How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	-Students will be able to analyze the significance of the Lewis and Clark Trail	-Lewis and Clark video notes	H-SS8.1 CCSS.ELA-LITERACY.RH.6-8.2
Week 2, January 14-18	New Nation How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	- Students will be able to analyze the significance of the Lewis and Clark Trail -Students will be able to summarize the reasons for acquiring Oregon and the obstacles of the Oregon Trail	-Lewis and Clark video notes -Oregon guided notes and simulation	H-SS8.1, 2 CCSS.ELA-LITERACY.RH.6-8.2
Week 3, January 22-25	New Nation How much power should the federal government have, and what should	-Students will be able to summarize the reasons for acquiring Oregon and the obstacles of the Oregon	Oregon guided notes and simulation	**H-SS 8.8.2** CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.1

	the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	Trail. -Students will be able to debate the whether the U.S. was justified in taking Texas and California.	-War with Mexico debate	
Week 4, January 28-Februrary 1	New Nation How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	-Students will be able to debate the whether the U.S. was justified in taking Texas and California.	-War with Mexico debate	H-SS 8.8.2 CCSS.ELA-LITERACY.RH.6-8.1
Week 5, February 4-8	New Nation How much power should the federal government have, and what should the government do? - How did the government change during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic	-Students will be able to debate the whether the U.S. was justified in taking Texas and California.	-War with Mexico debate	H-SS 8.8.2 CCSS.ELA-LITERACY.RH.6-8.1
Week 6, February 11-15	New Nation How much power should the federal government have, and what should the government do? - How did the government change	-Students will be able to debate the whether the U.S. was justified in taking Texas and California.	-War with Mexico debate	H-SS 8.8.2 CCSS.ELA-LITERACY.RH.6-8.1

	during the Early Republic? -Was the Louisiana Purchase constitutional? - What was life like in the Early Republic			
Week 7, February 25-March 1	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War?	- Students will be able to describe slavery	-reading organizer	H-SS 8.7.2 CCSS.ELA-LITERACY.RH.6-8.2
Week 8, March 4-8	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War	- Students will be able to describe slavery -Students will be able to compare and contrast the North and South's societies	-reading organizer -graphic organizer	H-SS 8.7.2 CCSS.ELA-LITERACY.RH.6-8.2
Week 9, March 11-15	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War	Students will be able to compare and contrast the North and South's societies	-graphic organizer	H-SS 8.7.2 CCSS.ELA-LITERACY.RH.6-8.2

	conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War			
Week 10, March 18-22	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War	Students will be able to describe the progression of the Civil War	-storyboard	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2
Week 11,March 25-29	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War	Students will be able to describe the progression of the Civil War	-storyboard	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2
Week 12, April 1-5	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War	Students will be able to describe the progression of the Civil War	-storyboard	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2

	conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War			
Week 13, April 15-19	Civil War -Why was there a Civil War? -How was the United States transformed during the Civil War? -How was the Civil War conducted militarily, politically, economically, and culturally? - How was slavery abolished through the Civil War	-Students will be able to analyze the effects of Reconstruction on today's assignment	-Lynchings in America activity	H-SS 8.11.3-4 CCSS.ELA-LITERACY.RH.6-8.7
Week 14, April 22-26	Immigration How did America's economy, industries, and population grow after the Civil War? - Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? How did the federal government affect the country's growth in the years following the Civil War?	-Students will be able to describe the experiences of various immigrant groups during the 1900s	-reading organizer-jigsaw, website activity	H-SS 8.12.7 CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.7
Week 15, April 29-May 3	Immigration How did America's economy, industries, and	-Students will be able to describe the experiences of various immigrant	-reading organizer-jigsaw, website activity	H-SS 8.12.7 CCSS.ELA-LITERACY.RH.6-8.2

	population grow after the Civil War? - Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? How did the federal government affect the country's growth in the years following the Civil War?	groups during the 1900s		CCSS.ELA-LITERACY.RH.6-8.7
Week 16, May 6-10	Immigration How did America's economy, industries, and population grow after the Civil War? - Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? How did the federal government affect the country's growth in the years following the Civil War?	-Students will be able to describe the experience of immigrants today.	-scrapbook	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2
Week 17, May 13-17	Immigration How did America's economy, industries, and population grow after the Civil War? - Who came to the United States at the end of the nineteenth and	-Students will be able to describe the experience of immigrants today.	-scrapbook	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2

	beginning of the twentieth century? Why did they come? What was their experience like when they arrived? How did the federal government affect the country's growth in the years following the Civil War?			
Week 18, May 20-24	Immigration How did America's economy, industries, and population grow after the Civil War? - Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? How did the federal government affect the country's growth in the years following the Civil War?	--Students will be able to describe the experience of immigrants today.	-scrapbook	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2
Week 19, May 28-May 31	Immigration How did America's economy, industries, and population grow after the Civil War? - Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when	-Students will be able to describe the experience of immigrants today.	-scrapbook	H-SS 8.10 CCSS.ELA-LITERACY.RH.6-8.2

	they arrived? How did the federal government affect the country's growth in the years following the Civil War?			

Materials:
History Alive! The United State through Industrialism, TCI

FIFTH GRADE CURRICULUM

Fifth Grade Reading Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Fifth	
Routines: Launching the Reading Workshop	**September**
Unit 1: Reading Literature	**October-November**
Unit 2: Historical Fiction Book Clubs	**November- December**
Unit 3: Informational Reading: Reading with a Critical Lens	**January-February**
Unit 4: Cross Genre Reading	**March - April**
Unit 5: Fantasy Book Clubs	**May- June**

<table>
<tr><td>Unit Title: Launching</td><td colspan="2">Fifth Grade</td><td colspan="2">Time Frame: September</td></tr>
<tr><td colspan="2">Standards:
RL.5.1, RL.5.2, RL.5.3, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10.</td><td colspan="3">Unit Goals/Enduring Understandings
• Readers build stamina in independent reading using the structures of Readers Workshop
• Readers infer, develop theories, and revise those theories about their books.
• Partners work together to develop ideas about their books.
• Readers use various structures to write about their thinking in stories.</td></tr>
<tr><td colspan="2">Essential Questions:
• How do readers continue to grow in their lives as readers, while reading with a sense of synthesis?</td><td colspan="3">Vocabulary and Key Concepts
stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol</td></tr>
<tr><td colspan="2">Skills:
• Envisioning
• Analyzing
• Inferring
• Retelling
• Text connections
• Synthesizing</td><td colspan="3">Demonstration of Learning/Assessment:
• DRA
• Conference Notes
• Teacher Created Assessments
• Small Group Observations</td></tr>
<tr><td colspan="2">Mentor Texts:

*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Teacher favorites for the start of the year</td><td>Structures:
• Reader's Workshop
○ Whole Group Minilesson
○ Independent Reading/Conferences
○ Mid-workshop Teaching
○ Teaching Share
○ Partner Talk
○ Partner Reading
• Small Group Instruction
• Shared Reading
• Whole Class Read Aloud</td><td colspan="2">Resources/Materials
• Classroom library of leveled books
• Character book bins
• Student book bags
• Chart paper/Post-its
• Read-aloud texts (for modeling)
• Reading logs/bookmarks
• Reading notebooks</td></tr>
<tr><td>Cross Curricular Connections:

Math
Science
Social Studies
Health</td><td>21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills</td><td>Modifications/Accommodations:
• Small group/One to one
• Large print textbooks
• Additional time
• Review of directions
• Student restates information
• Student provides oral responses
• Concrete examples
• Support auditory presentations with visuals
• Assistance in maintaining uncluttered space</td><td colspan="2">• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Hands-on activities
• Follow a routine/schedule
• Alternate quiet and active time
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task</td></tr>
</table>

Unit Title: Launching	Fifth Grade	**Time Frame: September**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher's Notes**

Readers build stamina in independent reading using the structures of Readers Workshop	• Reading communities follow predictable procedures for whole class lessons, and independent/partner reading.
	• Readers use strategies they have been taught up to and including that day's lesson when reading. We choose the strategy that fits our purpose.
	• Readers are prepared for minilessons. We bring our supplies and are ready to learn. (Ex: pencil, post-its, reading notebook.)
	• Readers establish and reflect on personal reading goals to build stamina. One way to do this to record number of minutes and note individual's number of pages read.
	• Readers choose just right books by choosing books while considering
	  ○ interest
	  ○ difficulty
	  ○ background knowledge
	  ○ genre
	• Readers independently shop for and return just right books from the class library. Have a back-up book selected when we are nearing the end of our current read.
	• Readers carry their reading from school to home and back.	

Readers infer, develop theories, and revise those theories about their books.	• Readers think about the characters in our stories. We think deeply about who they are and what motivates them to take actions. We keep these ideas in our heads (and notebooks) as we read and revise our thinking as we learn more. • Readers use prediction as a way to engage more deeply with their stories. We can predict in the beginning of our story after we have read our author's set-up. We can do this by identifying what plot line the author has set-up and the motivations of our character(s). When we put these two together, we can make a broad prediction about our story. • Readers can begin to grow theories about our characters. We might say, *This is a character who...* and we support this thinking with evidence from the text. As we gather more evidence, we can revise or strengthen our theories. • Readers can compare and contrast characters in our book to other characters we have read (or seen). We can also do this work with real people we know. By doing so, we can gain a deeper understanding of our characters, story and the world. • Readers identify, think/write about character change. We notice when a character's needs or wants change and we think about the why. This is a time we can revise our theories about our characters.	
Partners work together to develop ideas about their books.	• Reading communities set-up norms. We decide when and why we will engage in partner talk. We set this up in a way that is respectful of the learning community and our own growth. • Partners ask questions of their partners. We dig deeper into each other's thinking. • Partners share their ideas about their reading. We do more than give summaries, rather we share our own thinking. • Partners refer to evidence in the text when sharing their thinking. They may say, *here it says... and*	

Readers use various structures to write about their thinking in stories.	• Readers can write about characters in a variety of ways.
	  ○ We can put ourselves in different characters perspectives about the same event.
	  ○ Paying attention to an object in a book, and sketching it, and coming to see that object as a symbol. How is that object symbolic in the text?
	  ○ Read wide open, and think about what's my purpose, or what am I paying attention to?
	  ○ When we recognize we have a similar experience to the character, we realize we can compare our experience to theirs
	  ○ Sometimes we go into a book with a theme in mind, and then how does this evolve as we continue to read.
	  ○ When we are reading, and notice a pattern in our reading, we can go back and reread and just write about that.
	  ○ What's happening, what's really happening, and how did the author do that?
	  ○ As writers, we choose to write because we have a purpose. (the WHY and the WHEN)
	  ○ Look at what each other did; look what I did; look what he did, etc. Look what wasn't done.
	  ○ Change our thinking as we read and gather more information.
	• Readers notice and write about symbols or objects that repeat in a story. We can ask, *Why is this significant? What is the author trying to say by including this?* We can write long on these ideas.
	• Readers notice how setting influences our characters. We write long about this in our notebooks.
	• Readers can record their own reaction to the text. We can reread our notebooks looking for patterns in our reactions. We can writing long and reflect on those findings.	

Unit Title: Unit 1 Reading Literature - Fifth graders study characters	Fifth Grade	**Time Frame: October- November**

Standards:
R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10
RF.5.3, RF.5.4
L.5.3, L.5.4, L.5.5

Unit Goals/Enduring Understandings
- Readers make inferences about the characters in their novels
- Readers use comprehension strategies to think deeply about characters and text.
- Readers notice and analyze characters motivations.
- Readers notice how a character changes throughout a text.

Essential Questions:
- **How do characters' inner thoughts and feelings give us insight into who they are?**
- **What can the characters in text teach me?**

Vocabulary and Key Concepts
Inference (infer), character, traits, main character, secondary character, track, timeline, motivation, wants and needs, compare/contrast

Skills:
- Infer
- Recognize and understand selection vocabulary
- Use knowledge of word structure
- Ask and answer questions
- Make, modify, confirm predictions
- Use fix up strategies
- Paraphrase
- Use literary elements

Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Mentor Texts:
The Sweetest Fig

Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
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Structures:
Reader's Workshop
- Whole Group Minilesson
- Independent Reading/Conferences
- Mid-workshop Teaching
- Teaching Share

Small Group Instruction
Guided Reading
Whole Class Read Aloud

Resources/Materials
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Cross Curricular Connections:

Math
Science
Social Studies
Health

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
- Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

<table>
<tr><td colspan="2">Unit Title: Unit 1 Reading Literature - Fifth graders study characters</td><td>Fifth Grade</td><td>Time Frame: October- November</td></tr>
<tr><td>Goals</td><td colspan="2">Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary</td><td>Teacher's Notes</td></tr>
<tr><td>Readers make inferences about the characters in the text</td><td colspan="2">

Readers use their schema to get inside a story. We allow ourselves to pause in our reading to paint a picture, think about a character or a situation. We bring what we know to the text.
One way readers infer about characters is by making "I think... because..." statements. We include not just what we think, but what from the text makes us think it.
One way readers record their thinking about a character is to use a t-chart to record our inferences.

<table>
<tr><th>I think...</th><th>In the text</th></tr>
<tr><td></td><td></td></tr>
</table>
Or
<table>
<tr><th>In the text</th><th>I think...</th></tr>
<tr><td></td><td></td></tr>
</table>

Readers infer about characters by considering what a character says, and recording their thinking about it.
Readers infer about characters by considering what a character does, and recording their thinking about it.
Readers infer about characters by considering character relationships. We might ask, How do secondary characters react and interact with the character? What does this say about the character?
Readers notice how a narrator presents information. We reread the details and consider, Why was it presented in this way? We jot our thinking in our notebooks.

</td><td>•</td></tr>
</table>

Readers use comprehension strategies to think deeply about characters and text.	• Active readers make predictions based on text evidence and story structure. We use these predictions to focus our reading, often adjusting our predictions as the story progresses. • Active readers ask questions as they read. We might say, *I wonder...?* or *How come...?* or *Why...?* We use these questions as a focus for our reading, returning to them as we gather evidence from the text that may answer our questions. • Active readers envision our characters and the setting. We slow down our reading when the author provides us with many details. We consider how our character moves within a setting. We make a movie in our minds based on the text. • Readers think about how authors use characters to develop theme. We might say, *In this text the author approached the theme with this character by... and in this text, ____, the author...* We jot our thinking in our notebooks and share our thinking with our partner.	•
Readers notice and analyze characters motivations.	• Readers notice what motivates characters to move through the plot. We can do this by identifying what they want or need and then asking why? We know the author often sets up the main character's motivation early on in our novels. • One way readers can identify character motivations is to think about their significant actions that move the plot and ask, *Why is my character making this choice? What is motivating him?* • Readers understand that character motivations can change or shift. When we notice this happening, we can consider why this is happening. We might ask, *What has changed for the character? Was this change forced from the outside or did something shift inside the character?* • Readers can consider character motivations by showing empathy. We consider how we connect with the character. We might reflect on what would motivate us in a similar situation? How would we react? What choices and decisions would we make? • Readers compare and contrast the motivations in characters within and across novels. We might ask if there is a message for the reader in their similarities or contrasts? We reflect on what this says about each of the characters.	•

<table>
<tr>
<td>Readers notice how a character changes throughout a text.</td>
<td>

One way readers can track characters is with a timeline. We might note the event from the story on one side and the character's reaction on the other.
One way readers might tract characters is with a "Somebody... wanted... but... so..." chart. We reread looking for changes in our characters wants and needs and consider the new outcome.

<table>
<tr><td>Somebody (Character)</td><td>Wanted (wants or needs - motivation)</td><td>But (What got in the way?)</td><td>So (Character change?)</td></tr>
</table>

Readers notice major events and turning points in a story and consider how the character's journey would be different had a different decision been made. We may reflect by asking, Why did the author choose this decision? What might my character learn? How might this affect the character's journey? We jot this thinking in our notebooks.
Readers notice small changes in characters. We note if they act differently in different settings or around other characters. We jot about these situational changes in our notebooks.
Readers reread their jots looking for patterns in their character behavior (situational changes). We can then make a claim about our character supported with evidence from the text.
Readers reflect at the end of the text. We reflect on our character's journey and what lessons the author might be trying to teach. We might ask, What did the author want me to learn? What does the author have to say about this change? What claim might the author be making about humans.

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Unit Title: Historical Fiction Book Clubs	Fifth Grade	**Time Frame: November- December**

Standards:
R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.9, R.5.10
RF.5.3, RF.5.4
L.5.3, L.5.4, L.5.5

Vocabulary and Key Concepts:
historical fiction, theme, time period, lesson, historical context, conversation, universal, struggle

Essential Questions:
How has the world been influenced by historical events, periods and people?
What can I learn from the universal experiences?

Unit Goals/Enduring Understandings
- Readers work in book clubs to grow ideas through conversations
- Readers use historical knowledge to create meaning in historical fiction
- Readers reflect and share how their thinking is moved or shaped by a historical person and event.
- Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text

Skills:
Paraphrase
Describe and connect essential ideas
Recognize characteristics of a variety of genres
Analyze Characters
Ask and Answer questions

Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Mentor Texts:
Brown Girl Dreaming by Jacqueline Woodson
Coming Home Soon by Jacqueline Woodson
Inside Out and Back Again by Thanhha Lai
The True Confessions of Charlotte Doyle by Avi
Glory Be by Augusta Scattergood
The Year of the Boar and Jackie Robinson by Bette Bao Lord
Crispin by Avi
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Structures:
- Reader's Workshop
  - Whole Group Minilesson
  - Independent Reading/Conferences
  - Mid-workshop Teaching
  - Teaching Share
- Small Group Instruction
- Guided Reading
- Whole Class Read Aloud

Resources/Materials
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Cross Curricular Connections:

Math
Science
Social Studies
Health

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
- Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visual
- Assistance in maintaining uncluttered space
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Unit Title: Historical Fiction Book Clubs	Fifth Grade	**Time Frame: November – December**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Readers work in book clubs to grow ideas through conversations	• Book clubs decide on a text that is a good fit for all members.
	• Book clubs create norms for their club. They might consider
	  ○ How will we structure our time together?
	  ○ How will we facilitate conversations?
	  ○ How will we assess how it is going?
	  ○ What will we do if a member is not prepared for club?
	  ○ Do we have a club name or identity?
	  ○ Can we talk about books between book club meetings?
	• Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group.
	• Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea.
	• Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding.
	• Book club members stick with and grow an idea. We might use phrases like...
	  ○ "What in the text makes you say that?"
	  ○ "I thought that too because . . ."
	  ○ "Another example of that is . . ."
	  ○ "I thought something different because . . ."
	  ○ "I agree because . . ."
	  ○ "Wait. I'm confused. Are you saying . . . ?"
	  ○ "Can you show me the part in the story where you got that idea?"
	• Reader prepare for book club conversations. One thing we can do is take a look at our post its and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another)
	• When book clubs begin reading our historical fiction books, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it that we began to grasp the who, what, where, when, and why of the book.
		•

Readers use historical knowledge to create meaning in historical fiction	• Readers identify where and when a historical account begins. We ask, *What do I already know about this time, place and event?* • Readers of historical fiction pay close attention to the setting is in a story. It's the place where the story, or scene, happens. In historical fiction, because the setting will inevitably be unfamiliar to us, we have to really pay attention not just to what the place looks like but also to what it feels like—not just to its physical details but to its emotional atmosphere. • Readers are aware that time is one of the elements in historical fiction that is often complex. Specifically, we are aware that the spotlight of the story is not continually on the here and now. Sometimes the story harkens back to events that have already occurred, earlier in the story or even before the story began. • Readers consider what the author assumes they already know. If the author is assuming we know more than we do, we make a plan for filling in that gap. *Is there a video or article I could read? Is there resource I could read that gives a more macro (or micro) view of this event and time? What questions do I have already?* • Readers consider the effects that a time period has on plot. We think how the plot of the story connects to the time period. We might consider, *What is it about this time period that has pushed this plot in a specific way? Could this happen in the same way today? Would this make sense in a modern text?*	•
Readers reflect and share how their thinking is moved or shaped by a historical person and event.	• Readers consider how historical fiction authors create characters that represent a group of people. We might ask, *Who does this character represent? What is the author teaching through this character?* • Readers consider if the struggle of the main character is universal in that it could happen in any time or place or if it is a story of struggle that is tied to this time and place. • Readers reflect on what is special about the time period or event. We think about how the events or time period has shaped our modern society. *What lessons have we learned as a group? What lessons do we still need to learn?* • Readers review their thinking from a text or across texts. We look for patterns in our thinking. We think about how our thinking transcends time. • Readers notice customs and cultures presented in text. We consider who they play a role in the story.	•

Readers use conversation to deepen understanding of the large story that is told in historical fiction and compare themes that emerge across more than one text	• Clubs consider the universal message or idea that authors presents in a historical fiction text. We discuss
	  ○ Does this theme matter today?
	  ○ Who could learn a lesson from studying this theme?
	  ○ What modern texts (novels, movies, shows) show this same theme?
	  ○ How do the theme(s) in other historical novels about the same time or event compare to the theme in current texts?
	  ○ How does the theme relate to me?	

Unit Title: Informational Reading: Reading with a Critical Lens	Fifth Grade	**Time Frame: January- February**

Standards:
RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9
RF.5.3, RF.5.4
SL.5.1, SL5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6
L.5.1, L5.2, L.5.3, L5.4, L5.5, L5.6

Vocabulary and Key Concepts
expository, hybrid, narrative, nonfiction, informational, text feature, text structure, synthesize

Essential Questions:

How do readers synthesize information read from a variety of sources on the same subject?

Unit Goals/Enduring Understandings
- Readers use what they know about expository text structures to identify key ideas and details.
- Readers use what they know about narrative nonfiction text structures to identify key ideas and details.
- Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.
- Readers synthesize ideas and information across multiple texts and media and become teachers of others.
- Readers use strategies to figure out unfamiliar vocabulary.

Skills:
Analyze Text
Identify new information
Identify and retell information
Generalize
Summarize

Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Mentor Texts:
Any informational text appropriate for fifth grade

Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Structures:
- Reader's Workshop
  - Whole Group Minilesson
  - Independent Reading/Conferences
  - Mid-workshop Teaching
  - Teaching Share
- Small Group Instruction
- Guided Reading
- Whole Class Read Aloud

Resources/Materials
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Cross Curricular Connections:

Math
Science
Social Studies
Health

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
- Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visual Assistance in maintaining uncluttered space
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

Unit Title: Informational Reading: Reading with a Critical Lens	Fifth Grade	**Time Frame: January- February**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Readers use what they know about **expository text** structures to identify key ideas and details.	• Readers get ready to ready by noticing text features and layout. We ask, *What structure has this been written in?* When reading expository structure, we think,
	  ○ What will I likely learn about?
	  ○ What headings/subheadings should I expect to see?
	  ○ What content vocabulary will I likely encounter?
	We know that the answering these questions get our minds ready to read.
	• Readers make a plan for their reading. We might make a plan for how to navigate a whole text, knowing we may not have to read it in its entirety or in the order it is presented.
	• Readers also make a plan for their reading of a section or page. We may want to read the headings and name what we see in the text features. We can then say, *I think this will teach me...* and make a plan for how we will read the page.
	• Readers are always confirming, revising, or adding to what we know about the topic. We might make a mental note, mark places with a post-it or add our thinking to our notebook.
	• Partners get together to talk about the books they are reading. We might discuss
	  ○ This heading says . . . so I think this page is mostly about . . .
	  ○ I looked at this (picture/caption/graph) and saw . . . and this (picture/caption/graph) and saw . . .
	  ○ If I put them together, I think these pages will be about . . .
	• Readers know that many expository texts are in a "boxes and bullets" structure, with the main idea (box) and supporting details (bullets). Readers often jot using boxes and bullets, writing the main idea of a section and supporting details. We collect this information to remember, to synthesize, and to prepare for writing and in preparation for discussion.
	• Readers identify and plan for other structures that authors use. When we encounter different structures, our jottings often change to match this new structure.
	  ○ Boxes and Bullets
	  ○ Cause/effect
	  ○ Pro/con
	  ○ Problem/solution
		•

	○ Compare/contrast ○ How-to • When reading to find the main idea of a section, readers sometimes find that a paragraph has a sentence that summarizes the entire paragraph or passage, found often at the beginning or end. This gives the main idea of that paragraph. We reread to confirm our thinking by asking, *What are the key details that support this idea?* • One way that readers identify the main is by asking themselves, *What is the one big thing that this text is teaching and how do all the other details connect with this?* We reread to confirm our thinking by asking, *What are the key details that support this idea?* • Readers can retell or summarize with our partners. We are sure to share the main idea, and the key details with our partners. • Readers of nonfiction constantly ask ourselves, *How does all of this fit together?* We pause, reflect, jot, and later talk about those connections. • Sometimes readers find there are no section headings telling you that the topic has changed. We make sure that we notice when the topic has changed, even jotting our own heading for that section. • Readers have questions as we read. We also try and answer them the best we can, knowing if we read on, they may be answered. We may have questions that remain unanswered, and may lead to reading of another text. The bigger questions lead us from text to text. • Readers deeply respond to text. We don't just jot our learning, but we also respond with our new thinking. We can push out thinking with prompts like... ○ *But I wonder . . .* ○ *I used to think that . . .* ○ *but now I am realizing . . .* We can push our thinking in the same way in partner discussions.	

Readers use what they know about **narrative nonfiction text** structures to identify key ideas and details.	• Readers notice when they are reading narrative nonfiction and plan their reading accordingly. Often narrative nonfiction focuses on the goals and struggles of a central character that teach a lesson, usually ending in a great achievement or disaster. Readers keep this in mind as they read, jotting as they go. • Readers think about what we know about the person/animal/topic and keep that with us as we read. We notice places where we learn new information, our knowledge is confirmed or our ideas are contradicted. • Readers of narrative nonfiction expect to gather information and ideas, as well as follow a story structure with characters, setting, plot, etc. Our jotting often includes both. • Readers of biography (narrative nonfiction) often think, *What does this person want/wish/hope for? What are the obstacles that stand in their way?* When we notice these, we learn the biggest lessons from the character. We linger with that lesson just as we do in fiction. • Just as readers in fiction study characters, readers of narrative nonfiction pay attention to the subject's traits and motivations, how they interact with others and their environment, and how they overcome obstacles in their lives. Their traits are usually what allow them to overcome their struggles and teach us how to tackle our own struggles. • Readers pay attention to the choices the person makes in their life, revealing who they really are deep inside. These traits often help the character overcome the challenges and achieve something meaningful. • Partners discuss the book we are reading. We might say, *This text (or this part of a text) is mostly about . . .* and then add our ideas by saying, *And the big new thing it teaches me is. . .* OR you might say, ...and the big way this adds to what I already knew about this subject is. . .	•

Readers use what they know about **hybrid nonfiction text** structures to identify key ideas and details.	• Readers choose a note taking tool. While readers may know a few ways of taking notes, be sure whatever note-taking tool you choose fits you best and reflects the big ideas of the text by matching the notes to the text. • Readers are aware that hybrid books—those with both narrative and expository structure in it—have an unpredictable set up. We can still use all we know about these two structures to read them with power. • Hybrid books can be structured in a few different ways. Keeping this structure in mind helps us understand the text more deeply. They are usually built around an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini-biography and then move into expository text structures. • Readers read hybrid texts with power, taking in all the features and thinking, *What is this letter or story (or any other shift in structure) teaching me?* and *How does it fit with what I have been learning?* We often jot this thinking in our notebook to remember and discuss with our partner. • Readers take in all the information on a page or in a section and determine how all the parts of the text fit together. This means we pause, think about all of the parts (even rereading a few), and jot a post it what the section is all about. • Readers reflect on their learning at the end of a text, section or collection of texts. We might think, *What do I know now that I didn't know before reading this book/text/video?* or *How is my thinking different from reading this text?* We then write long and strong about what we learned.	•
Readers use strategies to figure out unfamiliar vocabulary.	• Readers use context clues to read around the unfamiliar word and consider what would make sense. We reread the section with our new understanding • Readers use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words. We reread the section of text with our new understanding • Readers break up unfamiliar words and look at each part. See if the parts (prefix, root, suffix) can help you figure out the word. • Readers keep track domain specific words that go with the topics you are learning about. We use this precise language when in conversations and in writing.	•

Readers synthesize ideas and information across multiple texts and media and become teachers of others.	• When partners meet, instead of just saying what they have learned, they:
	  ○ Point out the details in the pictures or diagrams that highlight what they're saying.
	  ○ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
	  ○ Use their voices to emphasize what's important.
	• Readers of expository text use many of the same strategies when we are reading print as when we are watching expository video. We must listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip.
	• Sometimes when viewing a video clip the main idea is written right on the screen. However sometimes, the main idea does not pop out to us right away. In this case readers jot the important details we hear, and then we choose a heading for those details. That heading becomes the main idea. We can rewatch parts or sections of a video in the same way we would reread text.
	• Readers often compare their notes from one text or media to the next on the same topic. They will say things like, *In this text it was teaching...while in this video it taught...And I think...*
	• Readers lay texts next to each other browsing both and looking for similarities and differences between the main ideas and details. We might ask, *Why might this have been presented differently. What did each author think was most important?*
		•

<table>
<tr><td colspan="2">Unit Title: Cross Genre Reading
Reading Like a Researcher - Career and Innovation Study</td><td colspan="2">Fifth Grade</td><td>Time Frame: March - April</td></tr>
<tr><td colspan="3">Standards:
RI.5.1, RI5.2, RI.5.3 RI.5.4, RI.5.5, RI5.6, RI.5.7, RI.5.8, RI.5.9
RF.5.3, RF.5.4
SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6
L.5.1, L5.2, L.5.3, L5.4, L5.5, L5</td><td colspan="2">Vocabulary and Key Concepts:

examine, elaborate, evidence, informational text, research, source, expert</td></tr>
<tr><td colspan="3">Essential Questions:
• How can research affect my career goal?
• How can research affect my interests?</td><td colspan="2">Unit Goals/Enduring Understandings
• Gather and use domain specific vocabulary.
• Complete the steps of self-selecting topics and be able to gather focused information.
• Use a variety of sources to become experts in the topic.
• Speak knowledgeably and passionately about the topic researched.</td></tr>
<tr><td colspan="3">Skills:
Author's Purpose
Author's Bias
Locate and Analyze Information
Evaluate and critique ideas in a text
Organize and synthesize ideas and information</td><td colspan="2">Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations</td></tr>
<tr><td colspan="3">Mentor Texts:
*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

Extreme Science Careers- Ann Squire
Careers that Count- Series</td><td>Structures:
• Reader's Workshop
○ Whole Group Minilesson
○ Independent Reading/Conferences
○ Mid-workshop Teaching
○ Teaching Share
• Small Group Instruction
• Guided Reading
• Whole Class Read Aloud</td><td>Resources/Materials
• Classroom library of leveled books
• Character book bins
• Student book bags
• Chart paper/Post-its
• Read-aloud texts (for modeling)
• Reading logs/bookmarks
• Reading notebooks
• Elementary School Career link (http://www.dasd.k12.pa.us/Page/7322)</td></tr>
<tr><td>Cross Curricular Connections:

Math
Science
Social Studies
Health</td><td>21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills</td><td>Modifications/Accommodations:
• Small group/One to one
• Large print textbooks
• Additional time
• Review of directions
• Student restates information
• Student provides oral responses
• Concrete examples
• Support auditory presentations with visuals
Assistance in maintaining uncluttered space</td><td colspan="2">• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Hands-on activities
• Follow a routine/schedule
• Alternate quiet and active time
• Teach time management skills
• Verbal and visual cues regarding directions and staying on task</td></tr>
</table>

Unit Title: Cross Genre Reading Reading Like a Researcher - Career and Innovation Study	**Fifth Grade**	**Time Frame: March - April**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Readers self-selecting topics and gather relevant information.	• Researchers choose subjects that interest them. We know that we will be with our topic over a significant amount of time. We can generate ideas for study by
	  ○ Think of how you like to spend your free time. Ask, is there a career or innovation that matches what I enjoy to do?
	  ○ Think of your talents. What are you good at? Are there careers or innovations that match this talent.
	  ○ Think about times you have felt a sense of flow - a time where you got lost in what you were doing. Are there careers or innovations that match this experience?
	  ○ Take an online interest survey.
	• Researchers get right to work once they have settled on a topic. They know that researching may change the direction they want to go in, but they always start with a plan. We plan which materials we will use and where we will start. We might write up a dream table of contents and use that as a plan for our research.
		•

Readers gather and use domain specific vocabulary	• Researchers of a topic gather the domain specific vocabulary. We learn the words just like experts. We use the words in conversations when discussing our subject with partners and when writing about our subject. • Researchers understand domain specific vocabulary by collecting the adjectives and descriptors that are used around it between different resources. Part of becoming experts of a subject, is becoming experts of the vocabulary. • Researchers don't just look out for words that are specific to a topic, they also look out for phrases or concepts that might be new or unfamiliar to them. Sometimes we may have a general sense of what it means, but within the context of this specific research, it's new. We find other places that we read/hear this phrase or concept. We use the strategies we have to figure it out within context. We also confirm our new understanding with a resource. We often need to reread the section with our new understanding in mind. • Researchers visualize new concepts. Sometimes that means acting them out or using our hands to model an idea. • Researchers visualize new concepts. Sometimes that means sketching out an idea or model in our notebooks to aid in our understanding of how something works or fits together. We read the words, make an image our minds and sketch it out in our notebooks.	•

Readers use a variety of sources to become experts in the topic.	• Researchers know that the latest and greatest information on a topic might not be available in an expository text. We can make a plan for other resources.
	  ○ Internet articles
	  ○ Internet data bases
	  ○ Documentaries
	  ○ Narrative text or biography
		•

	○ Interviews ○ Diagrams • Researchers have a system for note taking. Using a boxes and bullets organizer is most common for taking notes while researching. We can also consider other ways we know that match the resource that we are using. • Researchers make sure that their sources are reliable. We look at the domain (.com, .gov, .edu, .net, .uk) We don't discount all domains, however as we research, we look for more and more reliable sources. • Researchers review their notes and decide what goes together. We see where we need more research and where we have enough. We make a new plan for becoming more of an expert.	
Speak knowledgeably and passionately about the topic researched.	• To be considered an expert, we need an audience for our knowledge. We can share our research journey with a partner all along the way. We use a teaching voice when explaining ideas. We can often use our hands or sketching to help convey concepts or ideas. • When sharing with a partner or audience, we are sure to start with big ideas and follow those ideas up with the key details that go with it. • Researchers know they cannot share all they know. Rather, we make a plan for what we will share, choosing just the most important and interesting ideas. • Researchers listen to each other's ideas and information. We often have questions for one another after hearing about their topic. We ask these questions and discuss the ideas that go with them with our partner or audience.	•

<table>
<tr><td colspan="2">Unit Title: Literature: Fantasy Book Clubs</td><td colspan="2">Fifth Grade</td><td colspan="2">Time Frame: May-June</td></tr>
<tr><td colspan="3">Standards:
RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL5.7, RL5.8, RL.5.9, RL.5.10
RF.5.3, SL.5.1, SL.5.2, SL5.2, SL5.4, SL5.5, SL.5.6,
L.5.1, L5.2, L5.3, L5.4, L5.5, L5.6
W.5.3, W.5.5, W.5.6, W5.9a</td><td colspan="3">Vocabulary and Key Concepts
Fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative</td></tr>
<tr><td colspan="3">Essential Questions:
• How will I tackle the demanding and complex genre of fantasy?
• What will my strategies and goals be that help me make sense of multiple plot lines, layered characters, and complex themes?
• How are the themes in fantasy text connected?
• How is the story influenced by the point of view it is written in?</td><td colspan="3">Unit Goals/Enduring Understandings
• Clubs work together to grow ideas about literature
• Readers read fantasy with deep comprehension and synthesis
• Work in partnerships to compare and contrast common elements in their independent reading of fantasy texts.
• Readers use strategies to navigate and understand fantasy within and across texts.
• Readers understand literary traditions through literary analysis</td></tr>
<tr><td colspan="3">Skills:
Theme of a story, including how characters respond to challenges within text
Two or more characters, settings or events in a story or drama
Character Analysis
Compare /Contrast</td><td colspan="3">Demonstration of Learning/Assessment:
TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations</td></tr>
<tr><td>Mentor Texts:
*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
Narnia (Video trailer)
The Lord of the Rings (Video trailer)
The Paperbag Princess
The Thief of Always</td><td>Harry Potter Series
Percy Jackson Series
Narnia Series
Lord of the Rings Series
The Dragon Slayer Series</td><td>Structures:
• Reader's Workshop
○ Whole Group Minilesson
○ Independent Reading/Conferences
○ Mid-workshop Teaching
○ Teaching Share
• Small Group Instruction
• Guided Reading
• Whole Class Read Aloud</td><td colspan="3">Resources/Materials
• Classroom library of leveled books
• Character book bins
• Student book bags
• Chart paper/Post-its
• Read-aloud texts (for modeling)
• Reading logs/bookmarks
• Reading notebooks
TCRWP Fantasy Book Clubs, Grade 5, Unit 4 by Cruz and Ehrenworth</td></tr>
<tr><td>Cross Curricular Connections:

Math
Science
Social Studies
Health</td><td>21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills</td><td>Modifications/Accommodations:
• Small group/One to one
• Large print textbooks
• Additional time
• Review of directions
• Student restates information
• Student provides oral responses
• Concrete examples
• Support auditory presentations with visuals
• Assistance in maintaining uncluttered space</td><td colspan="3">• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Hands-on activities
• Follow a routine/schedule
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Unit Title: Literature: Fantasy Book Clubs	Fifth Grade	**Time Frame: May-June**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Clubs work together to grow ideas about literature	*Clubs will be called to work in much the same way they worked in the Historical Fiction Book Club unit. Begin this unit with a quick review of how book clubs operate. Below are the teaching points you may want to quickly review.*
	• Book clubs decide on a text that is a good fit for all members.
	• Book clubs create norms for their club. They might consider
	  ○ How will we structure our time together?
	  ○ How will we facilitate conversations?
	  ○ How will we assess how it is going?
	  ○ What will we do if a member is not prepared for club?
	  ○ Do we have a club name or identity?
	  ○ Can we talk about books between book club meetings?
	• Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group.
	• Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea.
	• Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding.
	• Book club members stick with and grow an idea. We might use phrases like...
	  ○ "What in the text makes you say that?"
	  ○ "I thought that too because . . ."
	  ○ "Another example of that is . . ."
	  ○ "I thought something different because . . ."
	  ○ "I agree because . . ."
	  ○ "Wait. I'm confused. Are you saying . . . ?"
	  ○ "Can you show me the part in the story where you got that idea?"
	• Reader prepare for book club conversations. One thing we can do is take a look at our post it's and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another)
	• When book clubs begin reading our fantasy, we identify and organize information we'd need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book.	

<table>
<tr>
<td>Readers read fantasy with deep comprehension and synthesis</td>
<td>

Readers of fantasy start by figuring out not just where the story happens, but what kind of place it is. One way to do this is to investigate clues about the time periods and important magical elements, using the covers, blurbs and details from the beginning of the story. Common settings include:

Medieval World - full of swords, horses, dragons...
Futuristic World - full of reminders of this world, only different and troubled
Ordinary World - blending of the world we know with magical elements
Historical World - set in the past

Readers of fantasy find out who has the power in the fantasy world. We might simply ask, Who has the power? How do I know? We jot down our thinking and share this thinking with our clubs.
Readers of fantasy know that the main characters often begin without a lot of knowledge. We look out for places where the main character is told important information or has dramatic new experiences. These are often marked with

Direct questions and answers
Explanations or stories
Unfamiliar experiences

We learn right along sign side the main character.
Readers of fantasy may infer from the clues the author gives before the main character does. We are alert for when the character finally catches up with what we already know.
Readers of fantasy write in their notebooks to engage deeply. One way we might use our notebooks is to keep track of multiple characters and their characteristics.
Another reason we might use our notebooks is to make sense of the place and how the geography might matter to the story. If the author hasn't provided a map, we might sketch one out.
Readers tackle more complicated books with multiple plotlines. We may use timelines, charts or other organizers to track multiple problems and plotlines. For example:

<table>
<tr><th>Character</th><th>Problem</th><th>Solution/Change</th><th>By the End</th></tr>
<tr><td>Wiglaf</td><td>Needs gold</td><td>Kills a dragon</td><td>Mordred takes the gold</td></tr>
<tr><td></td><td>Poor</td><td>Can't keep gold</td><td>Still poor</td></tr>
<tr><td></td><td>Wants to kill dragon</td><td>Kills dragon</td><td>Hates killing dragons
Dragons want revenge</td></tr>
</table>

Readers might share the ways they have used their notebooks.
Readers of fantasy suspend judgments about characters and places. We can jot our ideas, but we also keep an open mind as we read. We look for places where the character contradicts our

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<td></td>
<td>thoughts. We can use our notebooks to work out these ideas about characters. We share this thinking with our clubs.
• Readers begin to notice theme(s) that begin to arise in our texts. We jot these ideas in our notebooks with evidence from the text. We share and discuss our ideas in clubs.</td>
<td></td>
</tr>
<tr>
<td>Work in clubs to compare and contrast common elements in their independent reading of fantasy texts.</td>
<td>• Readers think metaphorically. In fantasy, we think about the metaphorical dragons that characters face. One way we can do this is by looking back through our notebooks looking for ideas we have about problems character's face. We think, Are these problems metaphoric dragons?
• Readers look for life lessons and themes in fantasy. We let go of the fact that the plot is fantastic and ask, What lessons do these characters learn or teach? What lessons could be important in my life? We can add these ideas to our notebooks in preparation for club discussions.
• Readers think about themes in a novel. When we think about theme, we might start with a word or phrase (courage, strength). It is helpful to then ask, What does the author say about this quality? The answer we find (through writing or discussing, are often a theme of the novel.
• Readers collect evidence for the themes they uncover. For example:
<table>
<tr><th colspan="3">Themes in Dragon Slayer's Academy</th></tr>
<tr><th>It's important to help your family.</th><th>Real friends help each other out.</th><th>Not all our wishes turn out to be good.</th></tr>
<tr>
<td>• Wiglaf has a lot of brothers and sisters and they need money.
• Wiglaf goes to DSA to get gold.
• He wants to kill a dragon to get gold for his family.</td>
<td>• Erica and Wiglaf help each other tackle the dragon.
• Angus and Wiglaf keep Erica's secret.
• Wiglaf and Erica help Agnus deal with his uncle Mordred.</td>
<td>• Wiglaf has a lot of brothers and sisters and they need money.
• Wiglaf goes to DSA to get gold.
• He wants to kill a dragon to get gold for his family.</td>
</tr>
</table>
</td>
<td>•</td>
</tr>
</table>

- Readers compare themes across stories in a series. We notice when an author address the same theme in multiple books in a series. We can use a theme chart to help organize and collect our thinking. For Example

Theme: People find hidden strength in times of trouble	
The Lion, The Witch and the Wardrobe	**Prince Caspian**
Evidence	Evidence

- Just like in our realistic fiction books, our characters are on a journey. In fantasy we call this a quest. It is helpful to consider the internal and the external quest of the main character or hero.
    - For an external quest we think about the big problem or goal and/or a series of smaller obstacles
    - For internal quests, readers think, *What's inside the character that gets in the way? Are there internal flaw to fix or get around? Are there conflicts to overcome?* We jot our thinking in our notebooks and share/discuss with our clubs.

- Another way to think about the quest is by using The Hero's Journey structure by Joseph Campbell to guide and organize our thinking. One way to do this to think about
    - Part 1 - Call to adventure
    - Part 2 - Supreme Ordeal
    - Part 3 - Transformation
    - Part 4 - The Hero's Return

	 We can jot in this structure. • Readers notice that some themes are so big and universal that appear in multiple books, as well as throughout history. When we notice these themes, we can use our knowledge of how these played out in history and other books. We can compare how these themes play out across books and history. She can jot this thinking to prepare to discuss with our clubs.	

Readers use strategies to navigate and understand fantasy within and across texts.	• Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by referring to nonfiction texts and online sources to build a full image of characters, settings, and events that you are reading about. We can share our findings with our club.
	• Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by using our vocabulary strategies to figure out unfamiliar words.
	  ○ Use what you know about root words. Look for a word or part of a word that's familiar.
	  ○ Envision what's happening in the scene.
	  ○ Tap into what you know about how the genre tends to work.
	  ○ Read forward to get a bigger sense of what's happening, then circle back when things start to click.
	  ○ Try a substitute word that might fit.
	  ○ Use a reference (dictionary, internet search, ask book club or partner)
	  ○ Get the gist of the meaning, then look for more precision later.
	We use this precise language when discussing with our club.
	• Fantasy readers know that character are complicated. They might be one way in some contexts or relationships and another way in other contexts or relationships, or one way on the outside and one way on the inside. We can read out notebooks looking for patterns about our character. We begin to think about why the character is different in these ways. We discuss this with our clubs referring to the textual evidence from our stories.
	• Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else. We consider, *How does this symbol connect to the theme of the story? How does it connect to the quest? What does this symbol represent?*
		•

	• Fantasy readers use what they learn from metaphors to gain better insight to the real world. We assume that everything in fantasy has a deeper meaning. We live awake to see this deeper meaning both in our texts and in our lives.	

Readers understand literary traditions through literary analysis	• Fantasy readers pay close attention to how cultures are portrayed in stories - the culture in which the story takes place, as well as other cultures. Culture is one thing that we can learn about and think about in fantasy books. We might compare and contrast the culture to our own or ones we know.
	• Fantasy readers use what they know about archetypes to make predictions, inferences and interpretations. We might start our thinking by charting the archetypes we notice and what that makes us think. We keep in mind common archetypes:
	  ○ The Hero - A good character who is often lonely and would rather not have to be a hero. The hero has to complete his or her quest alone. Usually wins.
	  ○ The Villain - A bad character who is often surrounded by other characters he or she is mean to. Wants to be in charge of everything. Usually loses.
	  ○ The Wise Person - A very smart character who usually helps the hero by teaching him or her.
	  ○ Companions or friends - These are the people who are friends with the hero or villain. They mostly stick to the hero or villain, however some of them can be false friends.
	• Fantasy readers read on the lookout for stereotypes and gender norms. We look out for and track how characters are represented throughout a series. This is called reading with a lens. We collect these ideas in our notebooks and share/discuss these ideas with our clubs.
	• Readers are on the lookout for characters break the norms that are in the story. They are the characters that break the mold. We ask, *Why has the author represented the characters in this way? Is this part of the master narrative (expected) or a counter narrative (disruptive, unexpected).*
	• Readers can use their fantasy reading skills to other genres.
		•

Pacing Guide	
Content Area: English Language Arts	
Grade Level: 5	
Unit 1: Launch/ Fan Favorites	**September- October**
Unit 2: Informational Writing - Nonfiction Picture Books	**November-January**
Unit 3: Research Based Argument Essay	**February - March**
Unit 4: Speeches - Career and Innovation Speeches	**March - April**
Unit 5: Fantasy	**May- June**

<table>
<tr><td colspan="2">Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories</td><td>Grade Level: 5</td><td colspan="2">Time Frame: Unit 1 and Launch</td></tr>
<tr><td colspan="2">Standards:
W.5.3, W.5.4, W.5.5, W.5.6, W.5.9a, W.5.10
L.5.1b, L.5.1c, L.5.1d, L.5.2b, L.5.2e, L.5.3, L.5.6</td><td colspan="3">Vocabulary and Key Concepts:
fan fiction, plot, theme, dialogue, internal dialogue, transitions, mentor text, action, point of view, prequel, sequel, double rising timeline, hallmark, suspense</td></tr>
<tr><td colspan="2">Essential Questions:

How does reading make us better writers?
How can I study a mentor author's writing and write in the same style as a fan?</td><td colspan="3">Unit Goals/Enduring Understandings
• Writers generate ideas for and plan fiction stories inspired by and based on literature.
• Writers elaborate using the elements of fiction and craft inspired by a piece of literature.
• Writers use grammar and conventions to convey ideas precisely and powerfully.
• Writers use writing clubs to give and get feedback throughout the writing process.</td></tr>
<tr><td colspan="2">Skills:
Use the structure of a narrative writing
Use paragraphs to organize
Engage the reader with ideas
Use a variety of sentence structure and length
Arrange simple and complex sentences in an easy flow
Revise
Edit/Proofread
Publish</td><td colspan="2">Demonstration of Learning/Assessment:
TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations</td><td>Structures:
• Writing Workshop
o Whole Group Minilesson
o Independent Process Based Writing
o Conferences
o Mid-workshop Teaching Point
o Teaching Share
o Strategy Group Instruction
• Shared Writing</td></tr>
<tr><td colspan="2">Mentor Texts/ Resources:
The True Story of the 3 Little Pigs by Jon Scieszka
The Frog Prince Continued by Jon Scieszka
Wicked by Gregory Maguire (Wizard of Oz)
When you Reach Me by Rebecca Stead (A Wrinkle in Time)
Into the Woods (common fairy tales)
Descendants (Disney Movie based on common fairy tales) - Use clips</td><td colspan="2" rowspan="2">Modifications/Accommodations:
Small group/One to one
• Large print textbooks
• Additional time
• Review of directions
• Student restates information
• Student provides oral responses
• Concrete examples
• Support auditory presentations with visuals
• Assistance in maintaining uncluttered space
• Space for movement or breaks
• Extra visual and verbal cues and prompts</td><td rowspan="2">• Quiet space to calm down/relax
• Preferential seating
• Reduction of distractions
• Hands-on activities
• Follow a routine/schedule
• Alternate quiet and active time
• Teach time management skills
• Rest breaks
• Verbal and visual cues regarding directions and staying on task
• Checklists
• Immediate feedback</td></tr>
<tr><td>Cross Curricular Connections:
Social Studies-
Health-
Science-</td><td>21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills</td></tr>
</table>

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories	Grade Level: 5	Time Frame: September - October
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Fan-fiction are texts written like favorite books (or other media) in which the author takes up the characters and plotline of the original text and creatively reworks them by creating new relationships for the characters, extending plotlines and timelines, developing new settings, and exploring novel themes. Fan- fiction is an opportunity for students to engage in a type of writing that is inspired by favorite authors and books and fully engage in the writing process.		

Writers generate ideas for and plan fiction stories inspired by and based on literature.	• Writers set goals for themselves for the day, the unit and the year. We write these goals down and make a plan for checking in with our goals.
	• When writers are generating ideas for fan fiction, we are sure to read a great volume from the author or series that we are a fan of. We study this text for craft. We can use our writing or reading notebooks to jot what we want to remember while reading.
	• Writers generate ideas for fiction by reading fiction like a fan. We consider:
	  o How might the story be told from a secondary character's point of view?
	  o How might the story be told in a prequal? Sequal?
	  o Are there any scenes that could be written into this story?
	  o What would happen if characters from two different texts met?
	  o How might the story be told if a new character is introduced?
	  o How might the story be told if characters made alternate decisions?
	• Writers are sure to use all we know about the qualities of writing when we are in our notebooks. We know that when we practice writing well, we become better writers. This means that we don't wait until revision and editing to make the writing moves that we know.
	• Writers generate ideas and collect entries in their notebooks by pushing "What if...?" scenarios. We write multiple versions of stories.
	• Writers generate ideas and collect entries by pushing our writing to be longer and stronger. We make goals for our writing length. We might pick a point on the page and push ourselves to get there.
	• Writers generate ideas and collect entries taking the time to daydream. We give ourselves permission to pull our pen from our notebooks and close our eyes. We can envision how a story might go. We are sure to quickly get that down in our notebook with all the details that we envisioned.
	• Writers choose the characters and plot of the stories we want to pull out of our notebooks. We reread looking for common characters and character traits. We look for themes and lessons that
		•

	we return to often. We ask ourselves, *What is it that I want to say?* • One way writers plan their writing by creating a double rising timeline in our notebooks. One line will hold the actions, dialogue and events of the story. The second line holds the inside story - feelings and internal dialogue. • Writers use their plan when drafting out of their notebook. We may create a page in a drafting booklet for each bullet on our timeline, saving a page for a hook and conclusion. We draft long our scenes long and strong. We know there will be plenty of time for revision.	

Writers elaborate using the elements of fiction and craft inspired by a piece of literature.	• While drafting and revising our fan-fiction, we are sure to keep reading like a fan.
	• Writers revise by studying the way the author uses dialogue, specifically the way the characters talk. We make sure we make the characters talk in similar ways in fan-fiction.
	• Writers are sure to address (or continue addressing) an important theme by putting that theme in their minds and rereading while thinking, *Does this part support the theme? What can I adjust or strengthen?*
	• Writers can intentionally choose dialogue between characters that fits the theme by having one character give advice to another (Words of the Wiser) or allowing a character to have a huge realization (an aha moment).
	• Writers of fan-fiction can revise by creating or elaborating on setting. We remember our reader need to orient themselves with the story, even if they have read the original(s). We are sure to be detailed in our descriptions.
	• One way writers revise is by studying our mentor text and asking, *What has the author done here? Is this one of the author's hallmark moves?* We then replicate that move in our own writing.
	• Writers are sure to include not just the important actions and events that move the plot, but also the characters reactions to such actions or events. We may consider subtle ways of doing this - facial expressions, body language, symbolism (weather, repeating object or phrase).
	• Writers revise by rereading with different purposes or lenses. We decide how we might want to revise and use just that lens to revise our writing. For example:
	  ○ Looking to see if the character developed in the way we hoped
	  ○ Assuring that sentences varied in length and punctuation to create rhythm and suspense in a story
	• Writers revise by making sure the passage of time has been shown effectively. We add or change transitions to adjust the time passage. We reintroduce setting when we pass time or change our location. We may have a character appear to indicate a new time. We study how our mentor author has done this work and we revise to replicate it.
	• Writers design a lead by studying how our author begins and we can begin in the same way. This may include:
		•

	○ Some stories begin with a small action, and this can be an action in the setting ○ Some stories begin by creating a mood and a place, and afterwards the sequence of actions ○ Sometimes the time and place are revealed slowly, bit by bit, as if the character sees or moves into the setting. We try multiple ways in our notebooks and choose the one that feels just right. ● Writers design our endings by studying how our author ends and we can end in the same way. We may write many versions in our notebooks to be sure our ending fits our story precisely. They make sure an ending ties up loose ends, resolves the unresolved difficulties, and brings home the story's true meaning. A strong ending: ○ Includes evidence the main character has evolved ○ Makes sense with the rest of the story and the literature ○ Ties up loose ends and answers all the readers' questions ○ Reveals its true purpose or message We try multiple ways in our notebooks and choose the one that feels just right.	
Writers use grammar and conventions to convey ideas precisely and powerfully.	● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous years of writing. ● When writers are faced with a *How does ____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* ● Writers are sure that their verb tense is consistent and matches our intent. ● Writers edit for commas that separate an introductory element from the rest of the sentence. ● Writers are sure that we use available resources to assure that we are using and spelling words correctly. ● Writers make publishing choices. We decide how our work can reach our intended reader.	●
Writers use writing clubs to give and get feedback throughout the writing process.	● One way that clubs or partnerships form is by writing as a fan of the same mentor author. ● Another way that clubs or partnerships form is by having same or similar writing goals. ● Writers give each other feedback on fan-fiction ideas. We are sure to go beyond, "Sounds Good!" We offer advice on plot and theme, we give feedback on what is working and what, as a reader, you would like to read. ● Writers offer each other feedback during drafting and revision. We might ask for feedback when writing multiple versions of a sentence or part. We might want feedback on dialogue or flow. Just as we revise with one lens at a time, partners can also take a lens when in a feedback conversations. ● Writers can help each other during the editing process. We are sure that we never write on our partners work, rather we offer suggestions with our reasoning for the suggestion.	●

Unit Title: Informational Writing - Nonfiction Picture Books	**Grade Level: 5**	**Time Frame: November - January**

Standards:
W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10
L.5.1, L.5.2, L.5.4, L.5.6

Vocabulary and Key Concepts:
mentor text, informational, expository, category, subcategory, back-of-book blurb, research, text feature, section, sub-section, expert, boxes and bullets, t-chart, flow chart, timeline, domain specific

Essential Questions:
- How do I become and expert?
- How can I share my expertise?

Unit Goals/Enduring Understandings
- Informational writers begin by writing broadly about a topic and then focus in on the information they want to share
- Writers research and gather a variety of information to support their nonfiction books
- Informational writers plan and rehearse for drafting
- Informational writers revise their writing by studying mentor texts
- Writers use grammar and conventions to convey ideas precisely and powerfully

Skills: Present ideas clearly and in logical sequence or category
Clearly show topics and subtopics and indicated them with headings and subheadings in expository writing
Introduce ideas followed by supportive details and examples
Support ideas with facts, details, examples, and explanations from multiple authors
Organize information according to purpose
Write in a way that speaks directly to the reader
Writing Process
Form questions and located sources for information about a topic
Understand the concept of plagiarism
Use writer's notebook as a tool for collecting ideas, experimenting, planning, sketching, drafting

Demonstration of Learning/Assessment:
TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations

Structures:
- Writing Workshop
  - Whole Group Minilesson
  - Independent Process Based Writing
  - Conferences
  - Mid-workshop Teaching Point
  - Teaching Share
  - Strategy Group Instruction

Shared Writing

Mentor Texts:
National Geographic Animals Website http://kids.nationalgeographic.com/animals/
Can it Rain Cats and Dogs, by Melvin Berger
20th Century: Race to the Moon by Stephanie Paris
Mighty Macros: Little Things, Big Results by Jennifer Kroll
National Geographic Kids Series
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
Resources: A CURRICULAR PLAN FOR THE WRITING WORKSHOP, GRADE 5, 2011–2012 by Lucy Calkins.

Cross Curricular Connections:
Social Studies-
Health-
Science-

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

<table>
<tr><td>Unit Title: Informational Writing - Nonfiction Picture Books</td><td>Grade Level: 5</td><td>Time Frame: November - January</td></tr>
<tr><td>Goals</td><td colspan="2">Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary</td><td>Teachers Notes</td></tr>
<tr><td>Informational writers begin by writing broadly about a topic and then focus in on the information they want to share</td><td colspan="2">Writers of information books study mentor text, imagining the books they will create and paying close attention to ways mentors entice readers to learn about a topic."
Information writers grow potential topic ideas in their notebooks, thinking, If I had to teach a course to the other kids in the class, what would I teach?
Often information writers write potential back of-the-book blurbs, imagining how their books might go and why those books would interest readers.
Information writers try on possible topics, choosing one that they feel they could teach really well.
Information writers make a plan for how their books could go. One way they do this is by creating a table of contents for their work, determining the chapters that could go in their books.
One way to organize chapters is to decide on a structure and use the appropriate planner to map out the work. We might use:
<table><tr><th>Format</th><th>Planner</th></tr><tr><td>main Ideas, details</td><td>boxes and bullets</td></tr><tr><td>compare/contrast</td><td>t-chart</td></tr><tr><td>cause/effect</td><td>t-chart</td></tr><tr><td>problem/solution</td><td>T-chart, flow chart</td></tr><tr><td>sequence</td><td>timeline</td></tr><tr><td>question/answer</td><td>t-chart</td></tr></table></td><td></td></tr>
<tr><td>Writers research and gather a variety of information to support their nonfiction books</td><td colspan="2">Information writers gather the information that will fill up the pages of their books. Along the way, they make decisions about how much and what kind of research to</td><td></td></tr>
</table>

	conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source. • Information writers record not just facts but ideas. They can use thought prompts to say more about pieces of information that they collect. • Informational writers make a note of their sources as they research so that they can give credit in their published piece. • Informational writers mark text features that may fit with their work. We can use features we find and give credit to the source. We collect any that might fit. Before we draft, we consider the features we collected. We might ask, *What does this say? How does it add to the information I am sharing? What can this teach the reader?* Sometimes we add those words to our plan and our writing, other time, we decide to let the feature speak for itself.	
Informational writers plan and rehearse for drafting	• One way information writers rehearse for drafting is to teach all they know about their topic to a partner. They take note of places where they need to collect more information and make a plan to find out more about that particular subtopic. • Information writers often start by drafting the pages they are most fired up to write. As they draft, they keep in mind that they are setting up their readers to be experts. • Information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details. • Information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and sidebar definitions.	•
Informational writers revise their writing by studying mentor texts	• Information writers study mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic. • Information writers include not only information but some of their own thinking about the information. Information writers might return to their notebooks to grow ideas, drawing on thought prompts such as *This is important because . . .* and *This is connected to . . .* in order to say more.	•

	• Informational writers are sure to use precise, domain specific, vocabulary. We stay on the lookout for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word. • Information writers don't just teach information with words; they teach information with illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features. • Information writers zoom in to study the structure of each subsection. They make sure the information is in the right section, that is, that each detail fits with the subtopic. Writers also zoom in on paragraphs within each subsection, thinking about whether the information in each paragraph fits together. Another way that writers study the structure of each subsection is to make sure they start with a sentence or two that tell the readers what they will be learning about. • Writers revise the introduction of their information books, thinking about how they can set their readers up to be experts in the topic and how they can draw readers in right from the start. • Information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. A powerful kind of concluding section in an information book is structured like an essay, with a thesis and some examples. We can look to mentor text to help guide this work. • Information writers use transition words to move from detail to detail and to connect subtopics to the main topic.	
Writers use grammar and conventions to convey ideas precisely and powerfully.	• Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. • When writers are faced with a *How does ____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* • Information writers edit carefully, taking care to make sure spelling and punctuation are accurate so that readers can best learn the information. Writers might use published resources to make sure vocabulary words are spelled correctly. • Information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others.	•

Unit Title: Research Based Argument Essay	**Grade Level: 5**	**Time Frame: Unit 3**

Standards:
W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10
L.5.1, L.5.2c, L.5.2c, L.5.2d, L.5.2e, L.5.3, L.5.6

Vocabulary and Key Concepts:
argument, opinion, audience, evidence, reason, support, researcher, claim, counterclaim, anecdotes, comparisons, convince, comparison, boxes and bullets

Essential Questions:
- How do I use voice in my writing to leave a mark on the world?
- Where is our voice needed in the world?
- How do we move others to action?

Unit Goals/Enduring Understandings
- Writers will build powerful arguments by using different media types on a particular topic
- Writers persuade the reader through voice, structure and precise language
- Writers take a solid stance and support it with clear evidence from various sources.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:
Understand an essay as a short literary composition used to clearly state the author's point of view
Understand structure and purpose of an essay
Begin with a title or opening that tells the reader what is going to be argued and finish with a summary
Use opinions supported by facts
Use quotes to support point of view
Provide a series of clear arguments or reasons to support the argument

Demonstration of Learning/Assessment:
TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations

Structures:
- Writing Workshop
  - Whole Group Minilesson
  - Independent Process Based Writing
  - Conferences
  - Mid-workshop Teaching Point
  - Teaching Share
  - Strategy Group Instruction

Shared Writing

Mentor Texts:
Zoochosis
Video: Arabian Oryx
The Swazi Eleven
Great Shared Reading Resource:
National Geographic Bottled Water
http://voices.nationalgeographic.com/2012/02/13/bottled-water-is-silly-but-so-is-banning-it/
Severn Suzuki speaking at UN Earth Summit 1992
https://youtu.be/uZsDliXzyAY

Cross Curricular Connections:
Social Studies-
Health-
Science-

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Quiet space to calm down/relax
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- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: Unit 3
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teachers Notes**

Writers will build powerful arguments by using different media types on a particular topic	• Researchers generate ideas for argument writing by listing topics they already know a lot about. We might ask, *Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?*
	• Researchers begin to generate ideas for argument writing by listing topics that make them curious. We then make a research plan asking *Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?*
	• Researcher generate ideas for argument essays by considering how they could make their world a better place. We can start small and think about our home, our school, our town and expand until we are getting curious about how we can make the world a better place. We include these ideas in our notebooks.
	• Researchers collect information on their topic from multiple sources including printed text, digital text, video and other media sources. We are sure to jot down where found our information so that we can give credit in our argument essays.
	• Researchers compare the sources for expertise, validity, and trustworthiness by laying two or more resources next to each other. They ask, *How are these alike? How are these different?*
	• Researchers use a variety of tools to collect research on a particular topic
	  ○ Boxes and bullets
	  ○ T-charts
	  ○ Venn Diagrams
	  ○ Drawings and Captions
	• Researchers compare points of view of authors on the same topic by
	  ○ Studying images.
	  ○ Studying main ideas.
	  ○ Considering which facts the author has included and which they have left out.
	• When researching, we jot facts and thoughts, suspending final judgment until we have heard all sides of the topic or issue. We hear what all sides have to say.
		•

Writers persuade the reader through voice, structure and precise language	• Researchers reread their notes on a topic noticing trends in their thoughts and facts. We write long on their noticing and begin to consider a particular side of an issue. We can use "Pushing our Thinking " prompts (anchor chart) to write more on a topic.
	  ○ This makes me realize...
	  ○ This is important because...
		•

- This is giving me the idea that...
- The reason for this is...
- Another reason for this is...
- This connects with... (text, self, world?)
- This is similar to... because...
- I think that this is important to notice because...
- Could it also be that...
- Might the reason for this be...
- This is different from... because...
- I think that this is important to notice because...
- The thing that doesn't fit for me is...
- Many people think... but I think...
- I used to think...but now I notice... so I've changed my mind about...

- Writers formulate a claim by deciding what we believe. We write statements as facts rather than beliefs (Middle School children should have forty-five minutes of play built into the school day. Not - I think middle schoolers should...). We try writing the claim a couple different ways until it is just right.
- Researchers revise a claim by using clear, precise language. They ask, *How have mentor researchers done this?* Researchers model their claims after other researchers' craft. They try out their claim in many ways.
- Researchers test out their claim by planning using boxes and bullets. We ask, *Does my claim have enough support?*

Claim:

- Strongest Support
- Support #2
- Support #3

- Researchers work in partnerships to test out their claim and supports. Partners support each other by asking questions and pushing each other's thinking. Writers often go back to the researching phase after discussions with partners. They can revise their claim and reason.
- Researchers plan their writing using boxes and bullets. They start with their claim and design supports/reasons in their own words.

	• Researchers organize their evidence that goes with each support/reason in the order that is most convincing. We think, *Who is my reader?* And *What will be most convincing to that audience?* We can ask our partners for advice. • Researchers revise their plan by critiquing their supports. They ask, *Does this detail really support what I am arguing?* We can ask our partners for advice.	

Writers take a solid stance and support it with clear evidence from various sources.	• Researchers read mentor texts and ask, *How has this author crafted their writing to persuade the reader? What language have they used? Does this language work for my audience?* We jot down words and phrases that we may want to use and keep it handy as we draft.
	• Researchers jot down key terms and domain specific vocabulary in our notebooks to use when they draft.
	• Researchers draft from their plan. We can make a drafting packet with a page for our introduction, a page for each support and a page for our conclusion. We draft long and strong.
	• Writers revise by naming the counterpoint. We think what would someone who disagrees say? What is their best evidence? We identify the other point of view and address (or disprove) it (i.e.: *Some may think....but..* or *While many believe.... it is true...* or *While it is true that... (My claim) is still true...*).
	• Researchers notice how mentors address counterpoints. They notice word choice and location in the piece. They consider if the same craft will work in their argument and make choices for their piece. Some structures might include:
	  ○ Facing the counterclaim head on in the introduction
	  ○ Facing the counterclaim before or in the conclusion
	  ○ Facing the counterclaim in each support section
	• Writers revise by organizing their writing. We know that each support is not necessarily one paragraph. We might need multiple paragraphs for each support or reason. We may give each piece of evidence in a support or reason its own paragraph. We can study mentors to make these decisions.
	• Writers persuade by using a variety of facts, data, thoughts, anecdotes, and comparisons. We know that a variety is more convincing.
	• Writers select and use text features intentionally (graphics/illustrations/pictures) to evoke emotion from their reader. We support the argument by thinking, *What image best supports my claim?*
	• Researchers revise considering multiple word choice options. They write and rewrite powerful sentences in multiple ways asking, *Does this wording match the tone or feeling I want in this piece?* Partners can support each other in this work.
	• Researcher use anchor charts when revising their writing. They reflect on each strategy on the anchor chart and consider how effectively it has been used in their argument, making any revisions to create more powerful writing.
		•

	• Writers create multiple leads. They study mentor texts and make choices about how they begin their argument. We ask, *How did this mentor do this? Do these craft moves match my intention and audience?* We can then try it out in our notebooks, choosing the one that is just right. These might include:
	  ○ Beginning with a story or vignette about someone or a group that could benefit from this argument.
	  ○ Beginning with the counterclaim. *Some might believe..., but you will see that... is true.*
	  ○ Beginning with a shocking statistic
	  ○ Beginning with a quote
	  ○ Beginning with a personal appeal
	• Writers often end their argument with a call to action. They assume their reader has been convinced and is ready to act. We may give information on how they too can help this cause or position.
	• Writers revise their transitions by adding/changing transitional language. We link our opinions and reasons. Possible transitions include, "Consequently... specifically..." Note we use a comma after this transition word.
	• Writers revise by trying out different sentence lengths, combining and shortening for just the right effect. We often choose short sentences when we want them to sound stronger, longer sentences when explaining something in more detail. Partners can support each other in this work.	

Writers use grammar and conventions to convey ideas precisely and powerfully.	• Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.
	• When writers are faced with a *How does ____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?*
	• Writers revise punctuation by considering pauses to allow for reader reflection.
	• Writers carefully use punctuation to match the emotions we want the reader to feel. If we want the reader to feel concern, we might use an exclamation mark. If we want the reader to connect two closely related ideas, we might use a semicolon. etc.
	• When quoting a source, we give the credit to the source by setting up the quote with phrases such as
	  ○ According to _____, "_____."
	  ○ In the text _____ it states, "_____."
	  ○ or other phrases we find in our mentor text.
	• Researchers make publication decisions. We remember that our argument pieces have been written with an audience in mind. It is our job in publication to get our piece to our audience.
		•

Unit Title: Speeches - Career and Innovation Speeches	**Grade Level: 5**	**Time Frame: March - April**

Standards:
W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9a, W.5.10
SL.5.1a, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6
L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Vocabulary and Key Concepts:
Orator, speaker, speech, immersion, body language, pacing, facial expression, message, technique, rehearsal, anecdote

Essential Questions:
How do I deliver a powerful message or idea?
How do I learn from my mentors?
How do I connect with my audience

Unit Goals/Enduring Understandings
- Writers recognize qualities and craft moves of speeches through immersion
- Writers plan and organize speeches
- Writers connect with their audience
- Writers use grammar and conventions to convey ideas precisely and powerfully

Skills:
Write to a specified audience and address properly
Use words to convey strong message
Add details to make the piece clearer or more interesting
Reread and change or add words to ensure that meaning is clear
Speak for a purpose
Maintain clear purpose

Demonstration of Learning/Assessment:
TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations

Structures:
- Writing Workshop
  - Whole Group Minilesson
  - Independent Process Based Writing
  - Conferences
  - Mid-workshop Teaching Point
  - Teaching Share
  - Strategy Group Instruction
  - Shared Writing

Mentor Texts:
Ted Talks for Kids
Severn Suzuki speaking at UN Earth Summit 1992 - https://youtu.be/uZsDliXzyAY
Please note that the mentor texts are teacher's choice. These are suggestions if you need them.
Resources: Fifth grade reading unit 4, Ted Talks for kids,

Cross Curricular Connections:
Social Studies-
Health-
Science-

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Unit Title: Speeches - Career and Innovation Speeches	Grade Level: 5	Time Frame: March - April
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Much of the work of research for this unit will happen in reading. The writing part of this unit will be heavily based on the craft of speeches. This might mean that students are immersed in speeches throughout the unit, not just during the first week. Writers will closely study the style of orators or speakers. Writers will try out different style and structures.		
Writers recognize qualities and craft moves of speeches through immersion	• Writers use all they know about quality writing while working independently through the writing process. • Writers read speeches and collect the craft moves that the author makes. We might watch/read/listen once for content and again for the moves they make. We jot down what we want to remember in our notebooks. • Writers watch speeches for body language. We might have a collection of speeches that we like and watch multiple times studying different aspects. We can watch noticing body language including movement on the stage, hand gestures and facial expressions. • Writers watch speeches for pacing. We might have a collection of speeches that we like and watch multiple times studying different aspects. We can watch noticing the pace of a speech. We note when the speaker pauses and how quickly or slowly they speak at which parts.	•
Writers plan and organize speeches	• Writers use information collected while reading to push their thinking on a topic in their notebooks. (Pushing our thinking anchor chart). • Writers reread their notes asking, *What is it that I want to share about this information?* We take that lens to additional research. • Writers make decisions about who our audience is and what we want to share. We know that we can include narrative (story telling), argument and information all in one speech. We make decisions based on our overall message. We can return to our mentors. • Writers choose a planning structure for their speeches. They may use a timeline to plan out narrative, boxes and bullets for argument portions and other varied structures for informational information.	•

Writers connect with their audience	• Orators study how mentors open their speeches. We can ask, *Does this technique fit with what I am saying? Does it match the feel of my message? We may try it out a few different ways in our notebooks.* This might include:
	  ○ Starting with a joke or funny (related) story to help the audience relax and engage.
	  ○ Start with a story of someone who could use the information that you are giving. This can be fictional or real.
	  ○ Start by connecting to the audience's sense of empathy. Audiences don't want to be sad, however appealing to their sense of empathy will grab their attention, especially if there is a way they can help.
		•

	○ Connect by starting with introducing yourself and how you came to the understanding or information you are presenting. • Speakers are sure to use precise, domain specific language. We realize that some terms will need a friendly definition or explanation. We provide this for our audience. • One way that speakers connect with their audience is with pacing. We don't race through what we want to say, rather we pace ourselves to respect our audience's think time. • Create relevant stories or share anecdotes around each of (or several) of the most important points to illustrate it for the audience. • One way to connect with your audience is to provide a resource for further information. They will appreciate the gift. • One way that writers conclude speeches is by restating the most important message they want to leave the audience with. We think, *If they hear nothing else, what is the one thing I want to make sure they know?* • Writers formally write their speeches. We can use these drafts to practice, receive feedback, reflect and revise. • Speakers often have supports/text features that they use to help inform the audience and keep them on track. We might use a presentation software to prepare for our speeches. We return to our mentors to study how others have done this. • Writers choose how they will best support themselves during their speeches. Some speakers use notecards with key ideas, others carry their full speech for security. We are sure not to just read off of our cards. We do a dress rehearsal with our supports and adjust them accordingly.	
Writers use grammar and conventions to convey ideas precisely and powerfully.	• Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. • When writers are faced with a *How does____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* • Orators are sure to give credit to their sources both verbally and in a *Works Referenced* page.	•

Unit Title: Fantasy	**Grade Level: 5**	**Time Frame: May-June**

Standards:
R.5.2 W.5.3, W.5.4, W.5.5, W.5.9a, W.5.10
L.5.1c, L.5.1d, L.5.2, L.5.3a, L.5.5, L.5.6

Vocabulary and Key Concepts:
metaphor, symbolism, figurative, Greek roots, Latin roots, fantasy, reality, theme, story mountain, thought, dialogue, action, setting

Essential Questions:
- How do I suspend disbelief in the writing of fantasy short stories?
- How can I use my own life experience and knowledge to write fantasy short stories?

Unit Goals/Enduring Understandings
- Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability
- Writers craft a compelling fantasy short stories, revising with intention
- Fantasy writers study mentors to grow in their writing craft
- Writers use grammar and conventions to convey ideas precisely and powerfully.

Skills:
Understand fiction as a short story about an event or a main character's life
Understand fiction can be realism or fantasy
Understand the elements of fiction, including setting, problem, characters, and problem resolution
Describe characters by how they look, what they say do and think, and what others think about them
Include an imaginative character, setting and plot elements

Demonstration of Learning/Assessment:
TC Progressions Assessments
Conference Notes
Teacher Created Assessments
TC Writing Pre and Post Assessments
Strategy Group Observations
Active Engagement Observations
Narrative Writing Checklist

Structures:
- Writing Workshop
  - Whole Group Minilesson
  - Independent Process Based Writing
  - Conferences
  - Mid-workshop Teaching Point
  - Teaching Share
  - Strategy Group Instruction

Shared Writing

Mentor Texts:
Narnia (Video trailer)
The Lord of the Rings (Video trailer)
The Paperbag Princess
The Thief of Always
Harry Potter Series
Percy Jackson Series
Narnia Series
Lord of the Rings Series
The Dragon Slayer Series
Resources: *If... Then... Curriculum* by Lucy Calkins and Colleagues

Cross Curricular Connections:
Social Studies-
Health-
Science-

21st Century Themes
Global Awareness
21st Century Skills
Learning and Innovation Skills
Critical Thinking and Problem Solving
Communication and Collaboration
Life and Career Skills
Social and Cross-Cultural Skills

Modifications/Accommodations:
Small group/One to one
- Large print textbooks
- Additional time
- Review of directions
- Student restates information
- Student provides oral responses
- Concrete examples
- Support auditory presentations with visuals
- Assistance in maintaining uncluttered space
- Space for movement or breaks
- Extra visual and verbal cues and prompts

- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Hands-on activities
- Follow a routine/schedule
- Alternate quiet and active time
- Teach time management skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Unit Title: Fantasy	**Grade Level: 5**	**Time Frame: May-June**
Goals	**Possible Teaching Points:** Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	**Teacher Notes**

Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability	• Writers collect story blurbs (at least a page and a half a day in class). These short summaries capture how the story might go including the main problem, possible main characters, the problem and several possible resolutions. We know we will later have time to develop these summaries.
	• Writers use the stories and situations of their own lives as a basis for their fantasy. We might ask, *What is important to me now? How can I develop this as a fantasy?*
	• Writers use themes from the stories they have loved to develop fantasies. We might ask, *What is important about this theme? What does this theme mean in my life? How can I develop this theme in a fantasy story?*
	• Writers consider setting when they develop their fantasy stories. We consider starting in our world and adding fantasy to it, or creating a new fantasy world. We can create the setting and then consider what characters could live there and develop their stories.
	• Writers revisit their writing notebooks looking for patterns in the ideas that matter to them. We can create a fantasy story to illustrate the big ideas we care about.
	• Writers revisit their story blurbs and develop one into a short story. We may use a story mountain. We can revise this plan to contain a short story, rather than a rambling novel. Fantasy short stories are often only two to three scenes long.
	• Writers can use their notebooks to try-out story ideas. We can make a plan and then a flash draft of the story. We can do this with several of our story ideas before committing to the one we will bring out of our notebook.
	• Writers prepare for drafting outside their notebook by writing long on
	  ○ *What is the message I want to put out into the world with this story?*
	  ○ *Who is my main character? What are they like? Who will help them? Who or what gets in the way?*
	  ○ *What is the setting like? What parts of the setting help tell the story? What is important for the reader to know? Are parts of the setting a metaphor?*
	  ○ *What is the internal story of this journey?* We might add a double story mountain (or rising timeline) to include the internal story.
		•

Writers craft a compelling fantasy short stories, revising with intention	• Fantasy writers pause in their drafting to envision what they will write. We close our eyes and see the world of our fantasy. We then add those details to our draft. We might also rehearse a scene or a part with a partner. • Writers draft quickly from our plan. We understand that we already spent time developing our idea and will put much work into the revision process. We use all we know about narrative craft as we are drafting. We write fast and furious, getting lost in our writing, so we can get to the work of revision. • Fantasy writers revise in a way that makes their reader suspend disbelief. We do this by creating detailed description about key characters, setting and objects. The more specific the description is, the more believable they become. We are particularly careful to introduce and describe important object in our stories before they become important. We can use mentors to help guide this work. • Writers revise by carefully showing, not telling. One way we can do this is by creating a careful balance of action, thought, dialogue, and setting, allowing the story to unfold bit by bit. • Writers revise by identifying the heart of the story (the crucial bit) and stretch it out. One way we can do this by creating a mini-timeline for this part of the story and drafting a fresh section. We can cut our draft and insert the new section with a piece of tape. • Writers reread their drafts identifying places where they have developed theme. We revise with theme in mind. We keep clear on the meaning that we want to convey. • Writers consider symbolism to give their stories deeper meaning. We look to our mentors for examples of this. We often look for a symbol that can represent our hero and one to represent our villain, dark force, or problem. • Characters in fantasy stories often refer to conversations they have had in the past. We can do this too to add meaning and backstory for our readers. We are sure to punctuate correctly, including how to include a quote inside a quote. • Writers reflect on their revised draft, perhaps with the narrative checklist. We can make goals for ourselves for our next fantasy story and revise our drafts with those goals in mind. We can share this work and our ideas with our writing partners.	•
Fantasy writers study mentors to grow in their writing craft	• Writers use all they have learned about fantasy writing and resources available (anchor charts from the beginning of the unit, mentor texts) to independently navigate the writing process for a second fantasy. • Writers continue to read fantasy with a writer's eye. We can study mentor texts to spark ideas for what to write about and how to go about that writing. We often ask again and again, *What has the author done here? Why? How did they craft this? How can I do the same?*	•

	• Writers collect story blurbs with all they have learned in mind. We know what makes a believable fantasy for our readers. We choose a seed idea, rehearse and draft quickly. We are sure to continue to lean on mentor texts throughout this process.
	• Writers of fantasy share their stories with each other. We might bring our stories to reading workshop to share with the readers in our class. We learn from each other.
	• Writers study sentence length and variation in mentor texts. We ask, *When does this author use longer sentences (description, slowing down time or action)? When do they use shorter (action)?* We can then try this in our own writing.
	• Writers study how mentors...
	  ○ ...deal with dialogue. We consider how they make their characters speak differently.
	  ○ ...deal with word choice. We consider if they are consistent in the wording they use or do they mix it up. Is a boat always a boat?
	  ○ ...punctuate. *Is there a pattern in punctuation? Do they use it as a craft?*
	  ○ We study how fantasy stories we love begin.
	  ○ We study how fantasy stories we love tend to end.
	We then ask, *How can I do this same thing in my writing?* We may try out several different ways in our notebook and choose the one that fits best.
	• Fantasy authors use precise language that belongs to the genre. We collect these words from our reading and judge if they fit with our writing or if the kind of word fits with our writing. Often fantasy authors is archaic, medieval words to match their writing. They also use Greek and Latin words. We can use roots to create new words pulling on all we know from our own study of words. We might share our words with other writers in a class word bank.	

Writers use grammar and conventions to convey ideas precisely and powerfully.	• Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing. • Writers properly punctuate quotations inside of quotations. • When writers are faced with a *How does ____ work?* Or *What are the rules for _____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?* • Writers edit for spelling, using Greek and Latin roots as well as affixes to help guide this work. We can use available resources when needed. • Writers edit for proper verb tense. We are sure we are accurate and pay particular attention to flashbacks or visions of the future.	•

Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

CCLS Major Emphasis Clusters
Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations – Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

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Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.[79] For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

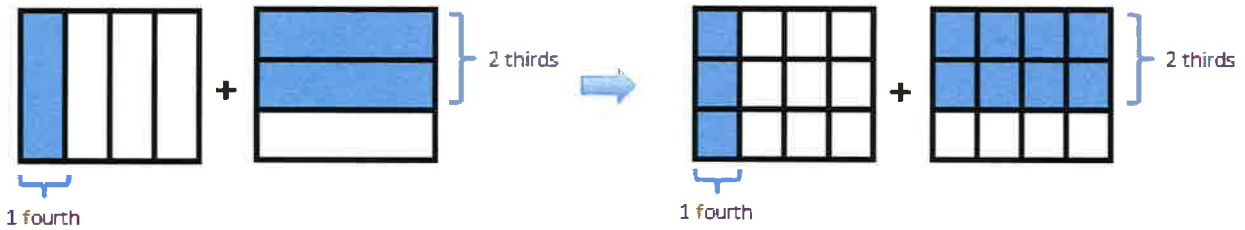
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to "multiply the top and bottom by the same number."

2 boys + 1 girl = 2 children + 1 child = 3 children
2 thirds + 1 fourth = 8 twelfths + 3 twelfths = 11 twelfths



$$\frac{2}{3} + \frac{1}{4} = \left(\frac{2 \times 4}{3 \times 4}\right) + \left(\frac{1 \times 3}{4 \times 3}\right) = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$$

[79] Multi-digit decimal multiplication such as 4.1 × 3.4 and division such as 4.5 ÷ 1.5 are studied in Module 4.

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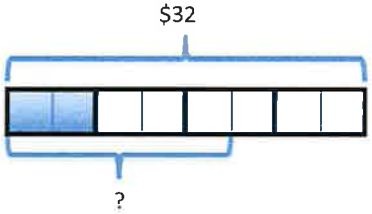
Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
1 unit = \$4
5 units = \$20

Solution with arithmetic:

$$\frac{1}{4}+\frac{3}{8}=\frac{2}{8}+\frac{3}{8}=\frac{5}{8}$$

$$\frac{5}{8}\times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1 × 3.8, for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: 2.1 × 3.8 = 21 tenths × 38 tenths = 798 hundredths
- Estimation (through rounding): 2.1 × 3.8 ≈ 2 × 4 = 8, so 2.1 × 3.8 = 7.98
- Fraction multiplication: 21/10 × 38/10 = (21 × 38)/(10 × 10)

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write 45 apples ÷ 3 apples = 15. Similarly, 4.5 ÷ 0.3 can be written as "45 tenths ÷ 3 tenths" with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

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Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Module 1: **Place Value and Decimal Fractions** (20 days)	**Understand the place value system.** **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.3** Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **5.NBT.4** Use place value understanding to round decimals to any place. **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[82] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between

[80] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[82] The balance of this cluster is addressed in Module X.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Convert like measurement units within a given measurement system.**[83] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 2: **Multi-Digit Whole Number and Decimal Fraction Operations** (35 days)	**Write and interpret numerical expressions.**[84] **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Understand the place value system.**[85] **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit

[83] The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.
[84] These skills are also applied to fractions in this module.
[85] 5.NBT.3 and 5.NBT.4 are taught in Module 1.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	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. **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.[86] **Convert like measurement units within a given measurement system.** **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 3: **Addition and Subtraction of Fractions** (22 days)	**Use equivalent fractions as a strategy to add and subtract fractions.**[87] **5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Module 4: **Multiplication and Division of**	**Write and interpret numerical expressions.** **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with

[86] Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3 x 64.98). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., 64.98 ÷ 3). The balance of the standard is taught in Module 4.
[87] Examples in this module also include tenths and hundredths in fraction and decimal form.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Fractions and Decimal Fractions (38 days)	these symbols. **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Perform operations with multi-digit whole numbers and with decimals to hundredths.[88]** **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.[89]** **5.NF.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *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?* **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

[88] 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as 2.7 x 2.1 and 4.5 ÷ 1.5. See "Progressions" pgs. 17 – 18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).
[89] The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. 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. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. 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*

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	raisins? **Convert like measurement units within a given measurement system.**[90] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Represent and interpret data.** **5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*
Module 5: **Addition and Multiplication with Volume and Area** (25 days)	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[91] **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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. **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

[90] The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is 1/12 foot, 1 foot is 1/3 yard, etc.).
[91] 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Classify two-dimensional figures into categories based on their properties.** **5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. **5.G.4** Classify two-dimensional figures in a hierarchy based on properties.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Module 6: **Problem Solving with the Coordinate Plane** (40 days)	**Write and interpret numerical expressions.**[92] **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Analyze patterns and relationships.** **5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *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.* **Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

[92] 5.OA.1 is taught in Modules 2 and 4.

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Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

1. Geography of the United States
Essential Question: *What can geography teach us about the United States?*

In a Social Studies Skill Builder, students work in pairs to label features on maps and a diagram. They define geographic terms and apply them to the geography of the United States.

Reading Further: Where Geography Meets History

2. American Indians and Their Land
Essential Question: *How did American Indians adapt to different environments in North America?*

In a Visual Discovery activity, students work in pairs, using maps and photographs to trace migration routes of the first Americans and to summarize how these groups adapted to different environments.

Reading Further: Recording Lakota History

3. American Indian Cultural Regions
Essential Question: *How and why did American Indian cultural regions differ?*

In a Response Group activity, students analyze historical artifacts from different American Indian groups and then compare and contrast life in the various regions.

Reading Further: Four Young American Indians

4. How and Why Europeans Came to the New World
Essential Question: *What did explorers take to and from the New World during the Age of Exploration?*

In a Social Studies Skill Builder, pairs take on the role of underwater archaeologists to examine objects from an explorer's sunken ship and categorize them as navigation tools, motives for exploration, or new products from the Americas.

Reading Further: Changes in Europe Spur Exploration

5. Routes of Exploration to the New World
Essential Question: *How did exploration of the Americas lead to settlement?*

In a Social Studies Skill Builder, students use an illustrated classroom matrix to organize information about European explorers and then play a game in which they answer questions about the explorers.

Reading Further: Who Wins Florida?

6. Early English Settlements
Essential Question: *What challenges faced the first English colonies?*

In a Visual Discovery activity, students analyze images of Roanoke, Jamestown, and Plymouth to create act-it-outs that show why settlers came, the hardships they endured, and the reasons why each settlement succeeded or failed.

Reading Further: King Philip Decides on War

7. Comparing the Colonies
Essential Question: *How were the three colonial regions alike and different?*

In a Problem Solving Groupwork activity, students create a billboard for one of six British colonies and then try to persuade other students to settle in their colony.

Reading Further: Choosing a Career in the Colonies

8. Slavery in the Americas
Essential Question: *What was the impact of slavery on Africans?*

In a Response Group activity, student groups analyze and respond to three dilemmas faced by Africans during enslavement: trading slaves for guns in West Africa, surviving the Middle Passage, and living as a slave in the colonies.

Reading Further: How Slaves Kept Hope Alive

9. Life in Colonial Williamsburg
Essential Question: *What were key parts of life for Southern colonists in the 1700s?*

In a Writing for Understanding activity, students take a “walking tour” of colonial Williamsburg to examine aspects of colonial life, such as government, social life, and religion.

Reading Further: A Religious Revival in the Colonies

10. Tensions Grow Between the Colonies and Great Britain
Essential Question: *What were key parts of life for Southern colonists in the 1700s?*

In a Writing for Understanding activity, students take a “walking tour” of colonial Williamsburg to examine aspects of colonial life, such as government, social life, and religion.

Reading Further: A Religious Revival in the Colonies

11. To Declare Independence or Not
Essential Question: *What were the arguments for and against colonial independence from Great Britain?*

In a Problem Solving Groupwork activity, student groups represent six historical figures in a panel debate between Loyalists and Patriots.

Reading Further: Patrick Henry, Radical Revolutionary

12. The Declaration of Independence
Essential Question: *What are the main ideas in the Declaration of Independence?*

In a Social Studies Skill Builder, students examine objects on Thomas Jefferson's desk, such as a letter and an invitation, to learn about the events and ideas that led to Jefferson's drafting of the Declaration of Independence.

Reading Further: Jefferson's Conflict: Ideas vs. Reality

13. The American Revolution
Essential Question: *How did the colonists win the American Revolution?*

In an Experiential Exercise, students engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution.

Reading Further: The Revolution's Home Front

14. The Constitution
Essential Question: *What are the key features of the U.S. Constitution?*

In a Social Studies Skill Builder, students play a game in which they are presented with a series of situations that the government might face and determine which branch or branches of government will resolve each situation.

Reading Further: Inside the Constitutional Convention

15. The Bill of Rights
Essential Question: *What are the basic rights and freedoms of the American people?*

In an Experiential Exercise, students work in small groups to create tableaux vivants, or living scenes, to represent key amendments in the Bill of Rights.

Reading Further: Individual Rights vs. Society's Needs

16. Our Role in Government
Essential Question: *What does it mean to be a citizen of the United States?*

In a Problem Solving Groupwork activity, students follow an inquiry process to identify a local issue and suggest solutions in a multimedia presentation.

Reading Further: How Students Make a Difference

17. Shaping America's Economy
Essential Question: *How did the Founding Fathers create the economy we use today?*

In a Social Studies Skill Builder, students interpret excerpts from the Constitution. They evaluate how the Constitution provides a foundation for our free enterprise system.

Reading Further: The Rise of Cotton in the South

18. Manifest Destiny and Settling the West
Essential Question: *How did the expansion of the United States affect people inside and outside the country?*

In an Experiential Exercise, students act as 19th-century settlers and migrate into the western territories of an outline of the United States.

Reading Further: The Cherokee Trail of Tears

19. The Diverse Peoples of the West
Essential Question: *What drew new settlers to the western part of the United States in the 1800s?*

In a Problem Solving Groupwork activity, students create interactive dramatizations about the experiences of six groups of people who lived in or moved to the West in the 1800s and how these groups were helped or harmed by the westward expansion of the United States.

Reading Further: Laura Ingalls Wilder on the Prairie

20. The Causes of the Civil War
Essential Question: *What factors helped drive apart the North and the South in the mid-1800s?*

In a Social Studies Skill Builder, students use a metaphor to compare prewar events with a story about a brother and sister who disagree. Then students complete an illustrated storybook to reflect the growing tensions between the North and the South.

Reading Further: Harriet Beecher Stowe's Book

21. The Civil War
Essential Question: *What factors contributed to the outcome of the Civil War?*

In a Writing for Understanding activity, students take a "walking tour" to visit five sites at the battlefield at Gettysburg in July 1863 and examine and take notes on written and visual information about aspects of the Civil War, such as military tactics and technology and combat conditions.

Reading Further: Life After Slavery in the South

22. The American Industrial Revolution
Essential Question: *How did industrialization change the United States?*

In a Social Studies Skill Builder activity, students analyze primary source images and data related to industrialization.

Reading Further: Buying Goods: Then and Now

23. The Modern United States
Essential Question: *How has life in the United States changed since industrialization?*

In a Social Studies Skill Builder, students work in pairs to create an illustrated timeline of modern American history. Then they play a card game to better understand the importance of the historical periods in the past 200 years of U.S. history.

Reading Further: Challenges and Hope for Immigrants

Correlation with California Standards

CA.5. United States History and Geography: Making a New Nation

5.1. Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.1.1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indians and Their Land
Lesson - American Indian Cultural Regions
Lesson - The Diverse Peoples of the West

5.1.2. Describe their varied customs and folklore traditions.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indians and Their Land
Lesson - American Indian Cultural Regions
Lesson - The Diverse Peoples of the West

5.1.3. Explain their varied economies and systems of government.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indians and Their Land
Lesson - American Indian Cultural Regions
Lesson - The Diverse Peoples of the West

5.2. Students trace the routes of early explorers and describe the early explorations of the Americas.

5.2.1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - How and Why Europeans Came to the New World
Lesson - Routes of Exploration to the New World
Lesson - Industrialization and the Modern United States
Lesson - The Declaration of Independence

5.2.2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - How and Why Europeans Came to the New World
Lesson - Routes of Exploration to the New World
Lesson - The Declaration of Independence

5.2.3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - How and Why Europeans Came to the New World
Lesson - Routes of Exploration to the New World
Lesson - Facing Slavery
Lesson - Manifest Destiny and Settling the West

5.2.4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - How and Why Europeans Came to the New World
Lesson - Routes of Exploration to the New World
Lesson - Comparing the Colonies
Lesson - Life in Colonial Williamsburg

5.3. Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.3.1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Routes of Exploration to the New World
Lesson - Early English Settlements
Lesson - Tensions Grow Between the Colonies and Great Britain

5.3.2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Early English Settlements
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - American Indian Cultural Regions

5.3.3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Early English Settlements
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - Routes of Exploration to the New World

5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West
Lesson - The Civil War

5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota (Sioux)).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West
Lesson - The Civil War
Lesson - American Indian Cultural Regions

5.3.6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Early English Settlements

Lesson - Manifest Destiny and Settling the West
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - The Civil War
Lesson - American Indian Cultural Regions

5.4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Early English Settlements
Lesson - Comparing the Colonies
Lesson - Life in Colonial Williamsburg
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - American Indian Cultural Regions

5.4.2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Early English Settlements
Lesson - Comparing the Colonies
Lesson - The Constitution

5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Comparing the Colonies
Lesson - Life in Colonial Williamsburg
Lesson - The Constitution

5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

5.4.5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Comparing the Colonies
Lesson - Life in Colonial Williamsburg
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - Manifest Destiny and Settling the West
Lesson - The Declaration of Independence
Lesson - Routes of Exploration to the New World
Lesson - Facing Slavery

5.4.6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Comparing the Colonies
Lesson - Facing Slavery
Lesson - Life in Colonial Williamsburg
Lesson - The Causes of the Civil War

5.4.7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Comparing the Colonies
Lesson - Life in Colonial Williamsburg
Lesson - Tensions Grow Between the Colonies and Great Britain

5.5. Students explain the causes of the American Revolution.

5.5.1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - The American Revolution
Lesson - Manifest Destiny and Settling the West
Lesson - The Declaration of Independence

5.5.2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - The Declaration of Independence
Lesson - Manifest Destiny and Settling the West

5.5.3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - The Declaration of Independence
Lesson - Manifest Destiny and Settling the West

5.5.4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - The Declaration of Independence
Lesson - The American Revolution
Lesson - The Constitution
Lesson - The Bill of Rights
Lesson - Manifest Destiny and Settling the West

5.6. Students understand the course and consequences of the American Revolution.

5.6.1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary

War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The American Revolution

5.6.2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The American Revolution

5.6.3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The American Revolution

5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The American Revolution

5.6.5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The American Revolution
Lesson - The Constitution

5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - To Declare Independence or Not
Lesson - The Declaration of Independence
Lesson - Manifest Destiny and Settling the West
Lesson - The American Revolution
Lesson - The Constitution

5.6.7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Declaration of Independence
Lesson - Industrialization and the Modern United States

5.7. Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

5.7.1. List the shortcomings of the Articles of Confederation as set forth by their critics.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution

5.7.2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution
Lesson - The Bill of Rights
Lesson - The Declaration of Independence
Lesson - Tensions Grow Between the Colonies and Great Britain
Lesson - The American Revolution

5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution

5.7.4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution

5.7.5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution
Lesson - Comparing the Colonies
Lesson - To Declare Independence or Not

5.7.6. Know the songs that express American ideals (e.g., 'America the Beautiful,' 'The Star Spangled Banner').

5.8. Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Geography of the United States
Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West
Lesson - The Causes of the Civil War
Lesson - Industrialization and the Modern United States

5.8.2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West

Lesson - The Causes of the Civil War

5.8.3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West

5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Geography of the United States
Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West

5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West
Lesson - Industrialization and the Modern United States

5.8.6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
Lesson - The Diverse Peoples of the West

5.9. Students know the location of the current 50 states and the names of their capitals.

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

2. Describe their varied customs and folklore traditions.

3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).

4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben).

3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.

2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

5.9 Students know the location of the current 50 states and the names of their capitals.

Alignment with Common Core Standards for English Language Arts and Literacy

Social Studies Alive! Is aligned with the Common Core State Standards for English Language Arts & Literacy (CCELA) to ensure that students develop literacy skills through learning social studies. The K-5 CCELA are organized around four college and career readiness strands: reading, writing, speaking and listening, and language.

TCI programs balance key points from the ELA common core throughout the Social Studies Alive! Programs. As students progress through each year, they go through a "staircase" of content that

gradually increases the challenge to help strengthen their understanding of the topics at hand, including the social studies standards common core.

Literacy is an important component of any student's education and is why we have integrated it into all of our lesson planning tools and resources, alongside ensuring that they meet the NCSS social studies standards.

READING

Key Points from the ELA Common Core

Social Studies Alive!

Informational and literary texts should be balanced, with at least 50 percent of reading time devoted to expository texts.

Social Studies Alive! reflects this balance in the student text. Each lesson has several sections of purely informational text that explains the content of that lesson, followed by a Reading Further article that blends literary and informational style text to engage students.

There is a "staircase" of increasing complexity in what students must be able to read as they move throughout the grades.

Social Studies Alive! is written with close attention paid to the text complexity, with increasingly sophisticated text as students progress through the grades. However, within each grade's text, there is variation in the complexity to ensure that there is challenging text for all students.

Close reading of text is used to identify main ideas, supporting details, and evidence.

Social Studies Alive! Reading Notes in the Interactive Student Notebook require students to answer questions using evidence from the text and require a clear understanding of the main ideas and other details provided in the section.

WRITING

Key Points from the ELA Common Core

Social Studies Alive!

Routine production of writing appropriate for a range of tasks, purposes, and audiences is emphasized.

From the earliest grades, *Social Studies Alive!* students practice three types of writing—writing to persuade, writing to inform or explain, and writing to convey experience. For example, when they record Reading Notes, students enjoy the challenges of writing about a personal experience related to the lesson, creating timelines, and writing song lyrics.

Effective use of evidence is central throughout the writing standards.

Social Studies Alive! students are expected to use evidence appropriately to support their analysis, reflections, and research. They are given support in identifying key details, which will serve most effectively as evidence. They also reflect on the role evidence plays in the social sciences and argument in general.

LISTENING AND SPEAKING

Key Points from the ELA Common Core

Social Studies Alive!

Participation in rich, structured academic conversations in one-on-one, small-group, and whole class situations is emphasized.

Participation in rich, structured academic conversations in one-on-one, small-group, and whole class situations is emphasized.
The teaching strategies in Social Studies Alive! provide varied grouping techniques resulting in a balance of paired, small group, and whole class discussions in which students reflect on their experiences and understanding of the activities. These discussions are designed to build clear communication skills that are critical to success in social studies and for college and career readiness.

Contributing accurate, relevant information; responding to and building on what others have said; and making comparisons and contrasts are important skills for productive conversations.

The cooperative tolerant classroom conventions emphasized throughout all of TCI's curricula encourage students to respond to and build on ideas and arguments presented by other students. During discussions, Social Studies Alive! guides students to compare and contrast relevant experiences across the four disciplines of social studies.

LANGUAGE

Key Points from the ELA Common Core

Social Studies Alive!

Students should acquire and use general academic and domain-specific words.

Social Studies Alive! has a progression of increasingly sophisticated vocabulary built into it. Key terms are used throughout a lesson or the year without overwhelming students with too many unfamiliar words. Every component of Social Studies Alive! makes use of the vocabulary and includes activities to help solidify comprehension.

Skills to determine or clarify the meaning of unknown words or phrases are essential.

Social Studies Alive! vocabulary terms are previewed at the beginning of the lesson and students complete vocabulary development assignments, such as a Word Parts Log that trains students to break down words to infer meaning.

Students should demonstrate command of standard English, including grammar, punctuation, and spelling.

Throughout all components of *Social Studies Alive!*, students are expected to demonstrate command of the conventions of written and spoken English. An Editing and Proofreading Checklist is included to help students create writing that is free of errors.

Interactive Social Studies Program

TCI's elementary social studies curriculum, lessons, and activities are all designed to help students become more interactive with their lessons. It's not enough to just listen to information and try to retain it. Students, especially younger students, tend to be more excited about their lessons when they are interacting with the education. Even if you're using an elementary school social studies textbook, it's still possible to engage your students in a way that helps them feel more connected to their lessons.

The *Social Studies Alive!* program introduces unique and emotionally engaging activities that go beyond traditional elementary social studies textbooks. Using activities like the 'Revolutionary War Tug-of-War' Experiential Exercise from our program, you can help students capture the feeling of the Revolutionary War in a fun and safe way.

Whether you're using social studies books for elementary students in a physical or online format, TCI provides both so that you're never stuck with just one choice. You can keep your preferred methods of teaching while infusing TCI's lesson resources to enhance the value you're providing your students.

You've Never Seen a Classroom Like This

In a TCI classroom, you'll see students out of their seats, desks rearranged, placards on the walls, and lots of smiles. Help your students become excited about learning by keeping them interested and engaged in their lessons and activities. Through a combination of social studies standards and our TCI programs, we equip you with the tools, information, and resources necessary to lead a successful classroom.

A TCI classroom not only focuses on curating content and incorporating strategies from (but not limited to) common core social studies standards but also places significance on ensuring students are captivated by their lessons. It's important for a student to feel appropriately challenged, intrigued by the content, and stimulated through a variety of stories, imagery, interesting facts, physical activities, and more.

We've done most of the work for you, drawing from experts in education. Let TCI help you create a classroom unlike any other!

System Requirements and Integrations

System Requirements

Internet Connection

10 mbps for schools. 1.5 mbps for home. To check if your connection is sufficient, use a speed test site such as https://fast.com/ (mobile-friendly).

Network Filters/Firewalls

Access to the following hostnames: *.teachtci.com, *.s3.amazonaws.com, *.speechstream.net, accounts.google.com

Supported Browsers

- Chrome 61+ (recommended)
- Safari 9+
- Firefox 52+
- Edge 14+
- IE 11+

Workstation Requirements (minimum)

- Operating System: Windows XP/7 or higher, Mac OS X v 10.9
- Processor: Dual-core 1.33GHz
- Memory: 4 GB RAM
- Screen Resolution: 1024 x 768
- Peripherals: Sound card and speakers

Supported Mobile Devices

- Apple iPad or iPhone with iOS 9.3 or later
- Android Tablets and Phones with 5 or later (Lollipop, Marshmallow, Nougat)

- Google Chromebook
- Kindle Fire
- Microsoft Surface Tablets with Windows 8+

Technology Integrations

TCI supports a variety of technology integrations, including the protocols listed below. If you have questions about an integration not listed, contact us at info@teachtci.com.

Any of the technologies below are available for use with district-created portals or Learning Management Systems (LMS). The specific requirements of each system may vary, but the following protocols are supported.

Single Sign-On

- **Clever SSO** – Users can sign in with their Clever login.
- **Learning Interoperability Tools (LTI)** – Users can sign in with the same login from any Learning Management System that supports LTI v1.0+
- **Authentication Tokens** – Users can sign in through an HTML form link that uses TCI's generated tokens for authentication.
- **Google Sign-In** – Users can sign in with their Google account. – *Coming Fall 2018*
- **Security Assertion Markup Language (SAML) –** Users can sign in with the same login from any identity provider that supports SAML v2.0. – *Coming Fall 2018*

Student Rostering

- **Clever Secure Sync** – Automatically provision and roster accounts using the Clever API.
- **OneRoster API** – Automatically provision and roster accounts using the OneRoster API.
- **Automated CSV Upload** – Automatically provision and roster accounts using CSVs delivered into an SFTP site.
- **Manual CSV Upload** – Manually provision and roster accounts by uploading TCI's CSV templates through TCI's Subscription Manager.

Content Delivery

- **Thin Common Cartridge (TCC)** – Import TCI's curriculum into a content library to search for resources and customize courses. Note: Actual content must be accessed through a TCI subscription.
- **Questions and Test Interoperability (QTI)** – Import TCI's flexible and rigorous question bank into your assessment tool.
- **Learning Tools Interoperability (LTI)** – Sync grades to your LTI-enabled gradebooks with grade passback. – *Coming Fall 2018*
- **Google Classroom** – Teachers can post to their Google Classroom stream. – *Coming Winter 2018*
- **Google Drive** – Teachers can save files to their Google Drive. – *Coming Winter 2018*

FOSS 5th Grade Science Overview

5th grade science is divided into three modules: Physical Science, Earth Science and Life Science. Here are summaries for each module. All are tied to ELA and Math standards, as well as NGSS standards.

Module Summary – Mixtures and Solutions

Chemistry is the study of the structure of matter and the changes or transformations that take place within those structures. Learning about the properties and behaviors of substances and systems of substances gives us knowledge about how things go together and how they can be taken apart and gives us the opportunity to use and develop models that explain phenomena too small to see directly. Learning about changes in substances can lead to the development of new materials and new ways to produce energy and resources such as clean drinking water.

The **Mixtures and Solutions Module** has five investigations that engage students with the phenomena of matter and its interactions in our everyday life—mixtures, solutions, solubility, concentration, and chemical reactions. The driving question is what is matter and what happens when samples of matter interact? Students come to know that matter is made of particles too small to be seen and develop the understanding that matter is conserved when it changes state—from solid to liquid to gas—when it dissolves in another substance, and when it is part of a chemical reaction. Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. They also engage in engineering experiences with separation of materials. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter.

Module Summary – Earth and Sun

Earth is the third planet from the Sun. It travels around the Sun in a nearly circular orbit at a distance of about 150 million kilometers. Earth is water rich, with 71% of the planet's surface covered with water. It is surrounded by a shallow atmosphere of nitrogen (78%) and oxygen (21%), and small amounts of a lot of other gases.

The anchor phenomena students investigate in the **Earth and Sun Module** are the patterns observed in the sky over a day, a month, a year, and more, and their effect on

Earth. The driving question for the module is how do Earth's geosphere, hydrosphere, atmosphere, and biosphere interact to create a sustainable environment for life?
The constant renewal of water on Earth's land surfaces by the activities in the atmosphere is one of the defining characteristics of Earth, the water planet. The **Earth and Sun Module** provides students with experiences to explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth's atmosphere. Other experiences help students to develop and use models to understand Earth's place in the solar system, and the interactions of Earth, the Sun, and the Moon to reveal predictable patterns—daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter.

Module Summary – Living Systems

The idea of a system is one of the grand integrating (crosscutting) concepts that pervades all of science. In the **Living Systems Module**, students start by looking at Earth as the interaction of four Earth systems or subsystems—the geosphere, the atmosphere, the hydrosphere, and the biosphere. The focus of the module then turns to the biosphere as students explore the phenomenon of ecosystems and organisms in terms of their interacting parts. The driving question for the module is how can we describe Earth's biosphere as a system of interacting parts?
In this module, students think about systems on different scales— nutrient and transport systems within an organism that moves matter and provides energy to the individual organism, and feeding relationships in ecosystems that move matter among plants, animals, decomposers, and the environment. Students come to understand through a variety of experiences that plants get the materials they need for growth primarily from water and air, and that energy in animals' food was once energy from the Sun. There are many opportunities for students to explore how human activities in agriculture, industry, and everyday life can have major effects on these systems. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; scale, proportion, and quantity; systems and system models; and energy and matter.

FOSS Fifth Grade Science Suggested Sequence

SCHEDULING THE MIXTURES AND SOLUTIONS MODULE

Below is a suggested teaching schedule for the module. The investigations (Inv.) are numbered and should be taught in order, as the concepts build upon each other from investigation to investigation. We suggest that a minimum of ten weeks be devoted to this module. Take your time, and explore the subject thoroughly.

Active-investigation (A) sessions include hands-on work with materials and tools, active thinking about experiences, small-group discussion, writing in science notebooks, and learning new vocabulary in context.

Reading (R) sessions involve reading FOSS Science Resources articles. Reading can be completed during language-arts time to make connections to Common Core State Standards for ELA (CCSS ELA).

During Wrap-Up/Warm-Up (W) sessions, students share notebook entries and engage in connections to CCSS ELA. These sessions can also be completed during language-arts time.

I-Checks are short summative assessments at the end of each investigation. Students have a short notebook review session the day before and a self-assessment of selected items the following day. (See the Assessment chapter for the nextstep strategies for self-assessment.)

NOTE The Getting Ready section for each part of an investigation helps you prepare. It provides information on scheduling the activities and introduces the tools and techniques used in the activity. Be prepared—read the Getting Ready section thoroughly and review the teacher preparation video on FOSSweb.

WEEK	Day 1	Day 2	Day 3	Day 4	Day 5
	Survey				
1	START Inv. 1 Part 1	START Inv. 1 Part 2			START Inv. 1 part 3
	A/W	A	A	R/W	A
2		START Inv. 1 Part 4			
	R/W	A	R/Review	I-Check 1	Self-assess
3	START Inv. 2 Part 1			START Inv. 2 Part 2	
	A	A	A/W	A	R/W
4	START Inv. 2 Part 3				
	A/R	R	Review	I-Check 2	Self-assess
5	START Inv. 3 Part 1		START Inv. 3 Part 2		START Inv. 3 Part 3
	A	R/W	A	R/W	A

6	R/W	START Inv. 3 Part 4 A	R/Review	I-Check 3	Self-Assess
7	START Inv. 4 Part 1 A	R/W	START Inv. 4 Part 2 A	START Inv. 4 Part 3 A	A
8	R/W	START Inv. 4 Part 4 A	A/R	A/R	Review
9	I-Check 4	Self-assess	START Inv. 5 Part 1 A	R/W	START Inv. 5 Part 2 A
10	A	R/W	START Inv. 5 Part 3 A/R	Review	**Posttest**

More on INVESTIGATIONS

Modules are subdivided into investigations (five in this module). Investigations are further subdivided into three to five parts. Each investigation has a general guiding question for the phenomenon students investigate, and each part of each investigation is driven by a focus question. The focus question, usually presented as the part begins, signals the challenge to be met, mystery to be solved, or principle to be uncovered. The focus question guides students' actions and thinking and makes the learning goal of each part explicit for teachers. Each part concludes with students recording an answer to the focus question in their notebooks. The investigation is summarized for the teacher in the At-a-Glance chart at the beginning of each investigation.

SCHEDULING THE EARTH AND SUN MODULE

WEEK	Day 1	Day 2	Day 3	Day 4	Day 5
	Survey				
1	START Inv. 1 Part 1 A	A/W	START Inv. 1 Part 2 A	A	A
2	R/W	START Inv. 1 Part 3 A/R	Review	I-Check 1	Self-assess
3	START Inv. 2 Part 1 A	A/R	R/W	START Inv. 2 Part 2 A/R	R/W
4	START Inv. 2 Part 4 A	A/R	R/W	START Inv. 2 Part 5 A	A/R
5				START Inv. 3 Part 1	

	A	I-Check 2	Self-assess	A	R/W
6	START Inv. 3 Part 2	START Inv. 3 Part 3			
	A/R/W	A	R/Review	I-Check 3	Self-Assess
7	START Inv. 2 Part 3	Optional R/R/W	START Inv. 4 Part 1		
	A		A	A	R/W
8	START Inv. 4 Part 2			START Inv. 4 Part 3	
	A	A	R/W	A	R/W
9	START Inv. 4 Part 4				
	A	A	A/R	Review	I-Check 4
10	START Inv. 5 Part 1		START Inv. 5 Part 2		START Inv. 5 Part 3
	A	A/R/W	A	A/W	A
11		START Inv. 5 Part 4			
	A/R/R	W/A/R	R	Review	**POSTTEST**

SCHEDULING THE LIVING SYSTEMS MODULE

WEEK	Day 1	Day 2	Day 3	Day 4	Day 5
	Survey	(Dry soil)			
1	START Inv. 1 Part 1		START Inv. 1 Part 2		Inv. 1 Part 3
	A	R/W	A/R	A/R/W	A/R
2	R/W	START Inv. 1 Part 4			
		A (Redworms)	R	Review	I-Check 1
3		START Inv. 2 Part 1			START Inv.2 Part 2
	Self-assess	A	A	R/W	A (Planting)
4	A/R	(Observe redworms)		A (Observe wheat plants)	A/R
5	(observe wheat plants) A	START Inv. 2 Part 3			
		A/R (Larvae)	A/R	Review	I-Check 2
6	START Inv. 3 Part 1		START Inv. 3 Part 2		(Observe redworms and wheat seedlings)
	A	R/A	A/R	R/A/W	
7	CONT. Inv. 3 Part 1			START Inv. 3 Part 3	

	A	A/R	R/W	A	R/W
8	Review	I-Check 3	Self-assess	START Inv. 4 Part 1 A	A/R/W
9	START Inv. 4 Part 2 A	R/W	START Inv. 4 Part 3 A/W	START Inv. 4 Part 4 A	A/R
10	Review	**POSTTEST**			

APPENDIX L – SUNRISE MIDDLE SCHOOL

FINANCIALS AND THREE-YEAR BUDGET

Sunrise Middle School Budget Narrative

Sunrise Middle School opened its doors in August of 2011 with 80 students and has grown steadily over the past seven years to almost 250 students. Sunrise has managed its public funding diligently during this time growing its fund balance reserve to over 33% with an ending cash balance of $500K. Over the past seven years, Sunrise has raised over $650,000 in local funding donations, enabling it to offer its afterschool, summer school, outdoor and additional academic programs to students in the community.

Sunrise has proven a diligent steward of public funds and has had only one minor audit finding since its inception. Sunrise has a line of credit of $100K of which it has never had the need to draw upon.

In order to better support its students, Sunrise hired a full-time youth mentor for the 2018-19 school year. Sunrise also hopes to establish a 5th grade class in 2019-20. Costs will include the hire of a full-time teacher and rental of an additional classroom.

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 95.0% of enrollment throughout based on historical data.
3. LCFF Unduplicated Percentage is estimated at 92% based on historical data.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using the latest version of FCMAT's LCFF Calculator. LCFF calculations assume SJUSD as the highest physical location district for both base year and unduplicated percentage calculations.
2. COLAs and gap rates taken from LCFF FCMAT Calculator assumptions.
3. No additional one-time discretionary/EE funding assumed.
4. Mandate Block Grant funding is assumed at $14/ADA for TK-8.
5. AB602 Funding through El Dorado Charter SELPA @ $514/ADA.

FEDERAL FUNDING ASSUMPTIONS:

1. IDEA SPED funding begins is calculated based on $125/ADA.
2. NSLP Revenue included based on current rates.

LOCAL FUNDING ASSUMPTIONS:

1. No donations, or contributions assumed until committed.
2. Interest earnings are roughly estimated based on County Treasury balances.

SUMMER AND AFTER SCHOOL PROGRAM ASSUMPTIONS:

1. The master budget includes the summer school and after school programs, the budgets for which are included in separate tabs.
2. Funding and expenditures for these programs is likely to remain the same for the next three years, but may vary if more or less funding is obtained.

Sunrise Middle School
2017-18 Unaudited Actuals

Description	Object Code	Actuals 7/1/17-6/30/18 Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	$292,924.00		292,924.00
EPA - Current Year	8012	$40,450.00		40,450.00
State Aid - Prior Years	8019	($22,336.00)		(22,336.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	$1,399,554.00		1,399,554.00
Other LCFF Transfers	8091, 8097			-
Total, LCFF Sources		1,710,592.00	-	1,710,592.00
2. Federal Revenues				
No Child Left Behind/Every Student Succeeds Act	8290		$125,993.00	125,993.00
Special Education - Federal	8181, 8182		$24,299.00	24,299.00
Child Nutrition - Federal	8220		$110,873.59	110,873.59
Donated Food Commodities	8221			-
Other Federal Revenues	8110, 8260-8299		-	-
Total, Federal Revenues		-	261,165.59	261,165.59
3. Other State Revenues				
Special Education - State	StateRevSE		$126,923.00	126,923.00
All Other State Revenues	StateRevAO	$80,023.47	$156,001.78	236,025.25
Total, Other State Revenues		80,023.47	282,924.78	362,948.25
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	$174,497.35		174,497.35
Total, Local Revenues		174,497.35	-	174,497.35
5. TOTAL REVENUES		1,965,112.82	544,090.37	2,509,203.19
B. EXPENDITURES				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	$467,975.90	39,678.95	507,654.85
Certificated Pupil Support Salaries	1200	$0.00	$42,381.83	42,381.83
Certificated Supervisors' and Administrators' Salaries	1300	$246,842.12	78,295.14	325,137.26
Other Certificated Salaries	1900	$23,880.59	-	23,880.59
Total, Certificated Salaries		738,698.61	160,355.92	899,054.53
2. Non-certificated Salaries				
Non-certificated Instructional Aides' Salaries	2100	$110,717.25	68,393.71	179,110.96
Non-certificated Support Salaries	2200	-	-	-
Non-certificated Supervisors' and Administrators' Salaries	2300	-	-	-
Clerical and Office Salaries	2400	$125,648.19	4,499.99	130,148.18
Other Non-certificated Salaries	2900	$14,584.90	112,191.07	126,775.97
Total, Non-certificated Salaries		$250,950.34	$185,084.77	436,035.11
3. Employee Benefits				
STRS	3101-3102	$120,283.38	14,157.79	134,441.17
PERS	3201-3202	-	-	-
OASDI / Medicare / Alternative	3301-3302	$33,641.52	10,316.00	43,957.52
Health and Welfare Benefits	3401-3402	$106,108.84	-	106,108.84
Unemployment Insurance	3501-3502	$4,404.24	1,665.70	6,069.94
Workers' Compensation Insurance	3601-3602	$14,761.42	-	14,761.42
OPEB, Allocated	3701-3702	3,800.00	-	3,800.00
OPEB, Active Employees	3751-3752			-
Other Employee Benefits	3901-3902	$0.00	-	-
Total, Employee Benefits		282,999.40	26,139.49	309,138.89
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	$34,685.60	46.70	34,732.30
Books and Other Reference Materials	4200	$4,073.21	196.38	4,269.59
Materials and Supplies	4300	$40,089.37	12,926.43	53,015.80

Sunrise Middle School
2017-18 Unaudited Actuals

Description	Object Code	Actuals 7/1/17-6/30/18 Unrestricted	Restricted	Total
Noncapitalized Equipment	4400	$66,865.00	1,957.70	68,822.70
Food	4700	$5,560.75	120,152.97	125,713.72
Total, Books and Supplies		151,273.93	135,280.18	286,554.11
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	-	-	-
Travel and Conferences	5200	$13,514.47	486.77	14,001.24
Dues and Memberships	5300	$2,851.73	-	2,851.73
Insurance	5400	$23,165.25	-	23,165.25
Operations and Housekeeping Services	5500	$2,870.17	205.35	3,075.52
Rentals, Leases, Repairs, and Noncap. Improvements	5600	$126,150.90	22,548.73	148,699.63
Transfers of Direct Costs	5700-5799			-
Professional/Consulting Services & Operating Expenditures	5800	$269,868.43	55,935.99	325,804.42
Communications	5900	$13,451.03	-	13,451.03
Total, Services and Other Operating Expenditures		451,871.98	79,176.84	531,048.82
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accrual basis only)				
Land and Land Improvements	6100-6170			-
Buildings and Improvements of Buildings	6200			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-
Equipment	6400			-
Equipment Replacement	6500			-
Depreciation Expense (for accrual basis only)	*6900*	17,430.00	-	17,430.00
Total, Capital Outlay		17,430.00	-	17,430.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-
All Other Transfers	7281-7299			-
Transfers of Indirect Costs	7300-7399			-
Debt Service:				
Interest	7438			-
Principal (for modified accrual basis only)	7439			-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		1,893,224.26	586,037.20	2,479,261.46
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		71,888.56	(41,946.83)	29,941.73
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			-
2. Less: Other Uses	7630-7699			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(41,946.83)	41,946.83	-
4. TOTAL OTHER FINANCING SOURCES / USES		(41,946.83)	41,946.83	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		29,941.73	-	29,941.73
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	750,426.09		750,426.09
b. Adjustments to Beginning Balance	9793, 9795	24,100.00		24,100.00
c. Adjusted Beginning Balance		774,526.09	-	774,526.09
2. Ending Fund Balance, June 30 (E + F.1.c.)		804,467.82	-	804,467.82

Sunrise Middle School
2017-18 Unaudited Actuals

Description	Object Code	Actuals 7/1/17-6/30/18 Unrestricted	Restricted	Total
Components of Ending Fund Balance **(Modified Accrual Basis)**:				
a. Nonspendable				
Revolving Cash (equals object 9130)	9711			-
Stores (equals object 9320)	9712			-
Prepaid Expenditures (equals object 9330)	9713			-
All Others	9719			-
b. Restricted	9740			-
c. Committed				-
1. Stabilization Arrangements	9750			-
2. Other Commitments	9760			-
d Assigned	9780			-
e. Unassigned/Unappropriated				-
1. Reserve for Economic Uncertainties	9789			-
2. Unassigned/Unappropriated Amount	9790M	-	-	-
f. Components of Ending Net Position **(Accrual Basis only)**				
1. Net Investment in Capital Assets	9796	42,292.00	-	42,292.00
2. Restricted Net Position	9797		-	-
3. Unrestricted Net Position	9790A	-		-
G. ASSETS				
1. Cash				
In County Treasury	9110			-
Fair Value Adjustment to Cash in County Treasury	9111			-
In Banks	9120	497,276.95	-	497,276.95
In Revolving Fund	9130	-		-
With Fiscal Agent/Trustee	9135			-
Collections Awaiting Deposit	9140	-		-
2. Investments	9150	-		-
3. Accounts Receivable	9200	241,176.67		241,176.67
4. Due from Grantor Governments	9290	-		-
5. Stores	9320			-
6. Prepaid Expenditures	9330	94,033.70		94,033.70
7. Other Current Assets	9340	-		-
8. Capital Assets (for accrual basis only)	9400-9489	42,292.00		42,292.00
9. TOTAL ASSETS		874,779.32	-	874,779.32
H. 1. Deferred Outflows of Resources	9490			-
I. LIABILITIES				
1. Accounts Payable	9500	51,311.50		51,311.50
2. Due to Grantor Governments	9590	-		-
3. Current Loans	9640	-		-
4. Deferred Revenue	9650	19,000.00		19,000.00
5. *Long-Term Liabilities (for accrual basis only)*	9660-9669	-		-
6. TOTAL LIABILITIES		70,311.50	-	70,311.50
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			-
K. FUND BALANCE				
Ending Fund Balance, January 31		804,467.82	-	804,467.82
(Must agree with Line F2 for Actuals Through 1/31)				

Sunrise Middle School
2018-19 Budget

Description	Object Code	2018-19 Adopted Budget			2018-19 Charter Budget			Variance	Notes
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total		
A. REVENUES									
1. LCFF Sources									
State Aid - Current Year	8011	427,011		427,011	451,884		451,884	5.8%	Revenue increase due to enrollment increase of 13
EPA - Current Year	8012	44,460		44,460	46,930		46,930	5.6%	Revenue increase due to enrollment increase of 13
State Aid - Prior Years	8019			-			-		
Transfers to Charter Schools in Lieu of Property Ta	8096	1,541,192		1,541,192	1,646,142		1,646,142	6.8%	Revenue increase due to enrollment increase of 13
Other LCFF Transfers	8091, 8097			-			-		
Total, LCFF Sources		2,012,663	-	2,012,663	2,144,956	-	2,144,956	6.6%	Revenue increase due to enrollment increase of 13
2. Federal Revenues									
No Child Left Behind/Every Student Succeeds Act	8290		87,347	87,347		81,856	81,856	-6.3%	Revenue decrease due to 6% projected reduction in federal funding
Special Education - Federal	8181, 8182		27,788	27,788		29,331	29,331	5.6%	Increase due to increased enrollment of 13
Child Nutrition - Federal	8220		128,736	128,736		128,736	128,736	0.0%	
Donated Food Commodities	8221			-			-		
Other Federal Revenues	8110, 8260-8299			-			-		
Total, Federal Revenues		-	243,871	243,871	-	239,924	239,924	-1.6%	
3. Other State Revenues									
Special Education - State	StateRevSE		125,406	125,406		131,373	131,373	4.8%	Increase due to increased enrollment of 13
All Other State Revenues	StateRevAO	102,190	159,235	261,425	234,493		234,493	-10.3%	Reduction due to reduction in 1-time funding allocation from $300 to $160
Total, Other State Revenues		102,190	284,641	386,831	234,493	131,373	365,866	-5.4%	
4. Other Local Revenues									
All Other Local Revenues	LocalRevAO		63,950	63,950		102,950	102,950	61.0%	Additional $20K grant (sobrato) and $19K in deferred grant revenue (MTSS)
Total, Local Revenues		-	63,950	63,950	-	102,950	102,950	61.0%	
5. TOTAL REVENUES		2,114,853	592,462	2,707,315	2,379,449	474,248	2,853,696	5.4%	
B. EXPENDITURES									
1. Certificated Salaries									
Certificated Teachers' Salaries	1100	596,343		596,343	599,514		599,514	0.5%	
Certificated Pupil Support Salaries	1200		128,043	128,043		64,314	64,314	-49.8%	Changed account coding of certificated staff to 1300
Certificated Supervisors' and Administrators' Salari	1300	281,581		281,581	273,089	80,000	353,089	25.4%	Changed account coding of certificated staff from 1200
Other Certificated Salaries	1900	42,500		42,500	38,500		38,500	-9.4%	
Total, Certificated Salaries		920,424	128,043	1,048,467	911,103	144,314	1,055,417	0.7%	
2. Non-certificated Salaries									
Non-certificated Instructional Aides' Salaries	2100	188,878		188,878	234,683		234,683	24.3%	Added additional instructional aide
Non-certificated Support Salaries	2200		124,092	124,092		135,911	135,911	9.5%	Salary adjustments
Non-certificated Supervisors' and Administrators' S	2300	-		-	-		-		
Clerical and Office Salaries	2400	186,142		186,142	210,136		210,136	12.9%	Salary adjustments
Other Non-certificated Salaries	2900	23,000		23,000	23,000		23,000	0.0%	
Total, Non-certificated Salaries		398,020	124,092	522,112	467,819	135,911	603,730	15.6%	
3. Employee Benefits									
STRS	3101-3102	136,691	34,000	170,691	136,822	35,000	171,822	0.7%	
PERS	3201-3202	-		-	-		-		
OASDI / Medicare / Alternative	3301-3302	44,144	11,000	55,144	49,489	12,000	61,489	11.5%	
Health and Welfare Benefits	3401-3402	109,024	26,000	135,024	83,241	34,000	117,241	-13.2%	
Unemployment Insurance	3501-3502	5,500	1,500	7,000	5,500	1,500	7,000	0.0%	
Workers' Compensation Insurance	3601-3602	11,899	2,800	14,699	11,899	2,800	14,699	0.0%	
OPEB, Allocated	3701-3702			-			-		
OPEB, Active Employees	3751-3752			-			-		
Other Employee Benefits	3901-3902			-			-		

Sunrise Middle School
2018-19 Budget

Description	Object Code	2018-19 Adopted Budget			2018-19 Charter Budget			Variance	Notes
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total		
Total, Employee Benefits		307,257	75,300	382,557	286,950	85,300	372,250	-2.7%	
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	25,000		25,000	25,000		25,000	0.0%	
Books and Other Reference Materials	4200	6,000		6,000	6,000		6,000	0.0%	
Materials and Supplies	4300	30,961		30,961	30,961		30,961	0.0%	
Noncapitalized Equipment	4400	33,684		33,684	53,684		53,684	59.4%	Received a new grant for $20K to be spent on student computers
Food	4700		149,471	149,471	149,471		149,471	0.0%	
Total, Books and Supplies		95,646	149,471	245,117	265,117	-	265,117	8.2%	
5. Services and Other Operating Expenditures									
Subagreements for Services	5100						-		
Travel and Conferences	5200	12,282		12,282	12,282		12,282	0.0%	
Dues and Memberships	5300	1,000		1,000	1,000		1,000	0.0%	
Insurance	5400	21,000		21,000	21,000		21,000	0.0%	
Operations and Housekeeping Services	5500	2,760		2,760	2,760		2,760	0.0%	
Rentals, Leases, Repairs, and Noncap. Improveme	5600	175,000		175,000	176,000		176,000	0.6%	
Transfers of Direct Costs	5700-5799			-			-	0.0%	
Professional/Consulting Services & Operating Expe	5800	164,232	115,556	279,788	154,065	108,723	262,788	-6.1%	
Communications	5900	12,248		12,248	12,248		12,248	0.0%	
Total, Services and Other Operating Expend		388,523	115,556	504,079	379,356	108,723	488,078	-3.2%	
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accrual b									
Land and Land Improvements	6100-6170						-		
Buildings and Improvements of Buildings	6200						-		
Books and Media for New School Libraries or Majo									
Expansion of School Libraries	6300						-		
Equipment	6400						-		
Equipment Replacement	6500						-		
Depreciation Expense (for accrual basis only)	*6900*						-		
Total, Capital Outlay		-	-	-	-	-	-		
7. Other Outgo									
Tuition to Other Schools	7110-7143						-		
Transfers of Pass-through Revenues to Other LEA	7211-7213						-		
Transfers of Apportionments to Other LEAs - Spec	7221-7223SE						-		
Transfers of Apportionments to Other LEAs - All Ot	7221-7223AO						-		
All Other Transfers	7281-7299						-		
Transfers of Indirect Costs	7300-7399						-		
Debt Service:									
Interest	7438						-		
Principal (for modified accrual basis only)	7439						-		
Total, Other Outgo		-	-	-	-	-	-		
8. TOTAL EXPENDITURES		2,109,870	592,462	2,702,332	2,310,345	474,248	2,784,593	3.0%	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDI									
BEFORE OTHER FINANCING SOURCES AND USES (A5		4,983	(0)	4,983	69,103	0	69,103	1287%	Revenue and expense changes resulting in a projected budget surplus of app. $70K compared to Adopted budget of $5K
D. OTHER FINANCING SOURCES / USES									
1. Other Sources	8930-8979						-		
2. Less: Other Uses	7630-7699						-		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999						-		

Sunrise Middle School
2018-19 Budget

Description	Object Code	2018-19 Adopted Budget			2018-19 Charter Budget			Variance	Notes
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total		
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +		4,983	(0)	4,983	69,103	0	69,103	1287%	
F. FUND BALANCE, RESERVES									
1. Beginning Fund Balance									
a. As of July 1	9791				-		-		
b. Adjustments to Beginning Balance	9793, 9795				-		-		
c. Adjusted Beginning Balance					-	-	-		
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,983	(0)	4,983	69,103	0	69,103	1287%	

Sunrise Middle School
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Description	Object Code	FY 2018/19 Unrestricted	FY 2018/19 Restricted	FY 2018/19 Total	Totals FY 2019/20	Totals FY 2020-21	Notes
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	451,883.91		451,883.91	551,227.43	615,226.43	
EPA - Current Year	8012	46,930.00		46,930.00	51,300.00	51,300.00	
State Aid - Prior Years	8019	-		-			
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,646,142.09		1,646,142.09	1,799,426.57	1,799,426.57	
Other LCFF Transfers	8091, 8097	-		-			
Total, LCFF Sources		2,144,956.00	-	2,144,956.00	2,401,954.00	2,465,953.00	
2. Federal Revenues							
No Child Left Behind/Every Student Succeeds Act	8290		81,856.48	81,856.48	81,856.48	81,856.48	
Special Education - Federal	8181, 8182		29,331.25	29,331.25			
Child Nutrition - Federal	8220		128,736.37	128,736.37	128,736.37	128,736.37	
Donated Food Commodities	8221		-	-			
Other Federal Revenues	8110, 8260-8299		-	-	32,062.50	32,062.50	
Total, Federal Revenues		-	239,924.10	239,924.10	242,655.35	242,655.35	
3. Other State Revenues							
Special Education - State	StateRevSE		131,373.49	131,373.49	141,930.54	141,930.54	
All Other State Revenues	StateRevAO	234,492.52	-	234,492.52	208,753.02	213,215.02	1-time mandate funding included in 2018-19 only
Total, Other State Revenues		234,492.52	131,373.49	365,866.01	350,683.56	355,145.56	
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	-	102,950.00	102,950.00	36,450.00	24,000.00	Only committed grants are included
Total, Local Revenues		-	102,950.00	102,950.00	36,450.00	24,000.00	
5. TOTAL REVENUES		2,379,448.52	474,247.59	2,853,696.11	3,031,742.91	3,087,753.91	
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	599,514.30	-	599,514.30	677,349.72	697,521.22	Plan to hire 1 new teacher in 2019-20
Certificated Pupil Support Salaries	1200	-	64,314.00	64,314.00	66,243.42	68,230.72	
Certificated Supervisors' and Administrators' Salaries	1300	273,089.00	80,000.00	353,089.00	363,681.67	374,592.12	
Other Certificated Salaries	1900	38,500.00	-	38,500.00	38,500.00	38,500.00	
Total, Certificated Salaries		911,103.30	144,314.00	1,055,417.30	1,145,774.81	1,178,844.06	
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	234,683.00	-	234,683.00	241,723.49	248,975.19	
Non-certificated Support Salaries	2200	-	135,910.80	135,910.80	139,988.12	144,187.77	
Non-certificated Supervisors' and Administrators' Salaries	2300	-	-	-	-	-	
Clerical and Office Salaries	2400	210,135.98	-	210,135.98	232,772.56	239,755.73	
Other Non-certificated Salaries	2900	23,000.00	-	23,000.00	14,500.00	14,500.00	
Total, Non-certificated Salaries		467,818.98	135,910.80	603,729.78	628,984.17	647,418.70	
3. Employee Benefits							
STRS	3101-3102	136,821.94	35,000.00	171,821.94	207,728.97	225,159.22	
PERS	3201-3202	-	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	49,488.88	12,000.00	61,488.88	64,731.02	66,620.77	
Health and Welfare Benefits	3401-3402	83,240.50	34,000.00	117,240.50	127,240.50	137,240.50	
Unemployment Insurance	3501-3502	5,500.00	1,500.00	7,000.00	7,000.00	7,000.00	
Workers' Compensation Insurance	3601-3602	11,899.00	2,800.00	14,699.00	14,699.00	14,699.00	
OPEB, Allocated	3701-3702	-	-	-			
OPEB, Active Employees	3751-3752	-	-	-			
Other Employee Benefits	3901-3902	-	-	-			
Total, Employee Benefits		286,950.31	85,300.00	372,250.31	421,399.50	450,719.48	
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	25,000.00	-	25,000.00	25,500.00	26,010.00	
Books and Other Reference Materials	4200	6,000.00	-	6,000.00	16,120.00	16,442.40	
Materials and Supplies	4300	30,961.30	-	30,961.30	41,580.52	42,412.13	
Noncapitalized Equipment	4400	53,684.28	-	53,684.28	33,757.97	34,433.13	
Food	4700	149,471.39	-	149,471.39	149,671.39	152,664.81	
Total, Books and Supplies		265,116.96	-	265,116.96	266,629.88	271,962.47	
5. Services and Other Operating Expenditures							

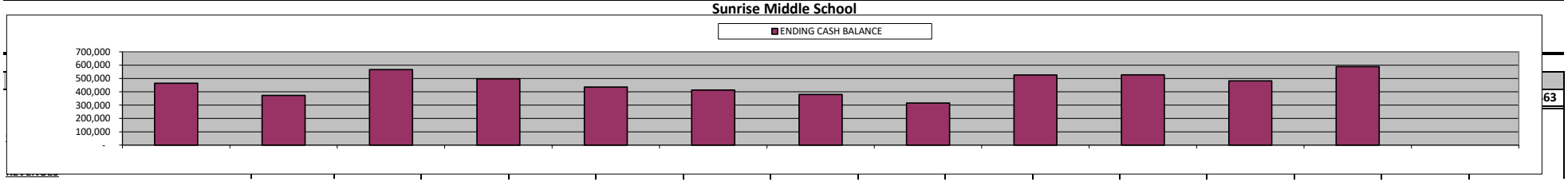
Sunrise Middle School
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Description	Object Code	FY 2018/19 Unrestricted	FY 2018/19 Restricted	FY 2018/19 Total	Totals FY 2019/20	Totals FY 2020-21	Notes
Subagreements for Services	5100	-	-	-			
Travel and Conferences	5200	12,281.54	-	12,281.54	12,527.17	12,777.71	
Dues and Memberships	5300	1,000.00	-	1,000.00	1,020.00	1,040.40	
Insurance	5400	21,000.00	-	21,000.00	21,420.00	21,848.40	
Operations and Housekeeping Services	5500	2,760.20	-	2,760.20	2,815.41	2,871.71	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	176,000.00	-	176,000.00	176,500.00	180,030.00	Plan to rent additional classroom in 2019-20
Transfers of Direct Costs	5700-5799	-	-	-			
Professional/Consulting Services & Operating Expenditures	5800	154,065.40	108,722.79	262,788.19	268,043.95	273,404.83	
Communications	5900	12,248.48	-	12,248.48	12,493.45	12,743.32	
Total, Services and Other Operating Expenditures		379,355.62	108,722.79	488,078.41	494,819.98	504,716.38	
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)							
Land and Land Improvements	6100-6170			-			
Buildings and Improvements of Buildings	6200			-			
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			
Equipment	6400			-			
Equipment Replacement	6500			-			
Depreciation Expense (for accrual basis only)	*6900*			-			
Total, Capital Outlay		-	-	-	-	-	
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			
All Other Transfers	7281-7299			-			
Transfers of Indirect Costs	7300-7399			-			
Debt Service:							
Interest	7438						
Principal (for modified accrual basis only)	7439			-			
Total, Other Outgo		-	-	-	-	-	
8. TOTAL EXPENDITURES		2,310,345.17	474,247.59	2,784,592.76	2,957,608.34	3,053,661.09	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		69,103.35	0.00	69,103.35	74,134.57	34,092.82	
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979						
2. Less: Other Uses	7630-7699						
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999						
4. TOTAL OTHER FINANCING SOURCES / USES					-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		69,103.35		69,103.35	74,134.57	34,092.82	
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	-		-	69,103.35	143,237.92	
b. Adjustments to Beginning Balance	9793, 9795						
c. Adjusted Beginning Balance		-		-	69,103.35	143,237.92	
2. Ending Fund Balance, June 30 (E + F.1.c.)		69,103.35	-	69,103.35	143,237.92	177,330.74	

Sunrise Middle School
3-Year Planning Cash Flow
2018-19 Cashflow

Description	2018-19 Budget	Actuals July	Actuals August	Actuals September	Actuals October	Actuals November	Actuals December	Actuals January	Projection February	Projection March	Projection April	Projection May	Projection June	Accruals	TOTAL
BEGINNING CASH		497,277	464,249	372,140	566,806	497,747	435,292	413,644	379,646	315,796	526,125	527,484	482,366		1,090,462
CASH INFLOWS															
REVENUES															
LCFF State Aid	451,884	20,537	20,537	36,967	36,967	36,967	36,967	36,967	45,195	45,195	45,195	45,195	45,195	-	451,884
EPA	46,930	-	-	10,113	-	-	10,113	-	-	13,353	-	-	13,353	-	46,930
In-Lieu Of Property Taxes	1,646,142	-	85,131	170,262	113,508	113,508	113,508	113,508	113,508	271,660	137,476	137,476	137,476	139,123	1,646,142
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal	239,924	-	-	19,731	8,303	16,059	24,474	13,697	11,360	37,337	10,827	-	98,136	-	239,924
Other State	365,866	11,367	9,314	102,550	8,731	20,137	30,244	31,718	1,015	79,661	42,559	12,793	15,777	-	365,866
Other Local	102,950	25,738	25,738	25,738	-	-	-	-	-	-	-	-	25,738	-	102,950
TTL REVENUES	2,853,696	57,642	140,719	365,359	167,509	186,671	215,306	195,890	171,077	447,205	236,057	195,464	335,674	139,123	2,853,696
EXPENDITURES															
Certificated Salaries	1,055,417	24,639	87,653	109,552	92,998	92,444	95,295	92,032	92,812	89,669	92,542	90,009	95,772	-	1,055,417
Classified Salaries	603,730	25,030	56,380	34,382	52,518	54,151	53,366	48,547	54,209	57,680	55,905	59,414	52,148	-	603,730
Benefits	372,250	28,623	28,844	47,894	32,074	35,248	31,259	36,465	34,450	25,596	34,040	28,595	9,163	-	372,250
Books & Supplies	265,117	31,430	18,558	32,790	17,485	22,867	23,224	12,269	19,467	17,726	13,874	18,037	37,390	-	265,117
Services & Operations	488,078	45,829	41,394	42,947	41,493	44,416	33,809	40,576	33,990	46,205	38,335	44,527	34,558	-	488,078
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENSES	2,784,593	155,551	232,828	267,565	236,568	249,126	236,953	229,888	234,927	236,876	234,697	240,582	229,031	-	2,784,593
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		135,192	-	96,871	-	-	-	-	-	-	-	-	-	-	232,063
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		(70,311)	-	-	-	-	-	-	-	-	-	-	-	-	(70,311)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS	69,103	64,881	-	96,871	-	-	-	-	-	-	-	-	-		69,103
ENDING CASH BALANCE		464,249	372,140	566,806	497,747	435,292	413,644	379,646	315,796	526,125	527,484	482,366	589,010		
Months Cash on Hand		2.0	1.6	2.4	2.1	1.9	1.8	1.6	1.4	2.3	2.3	2.1	2.5		

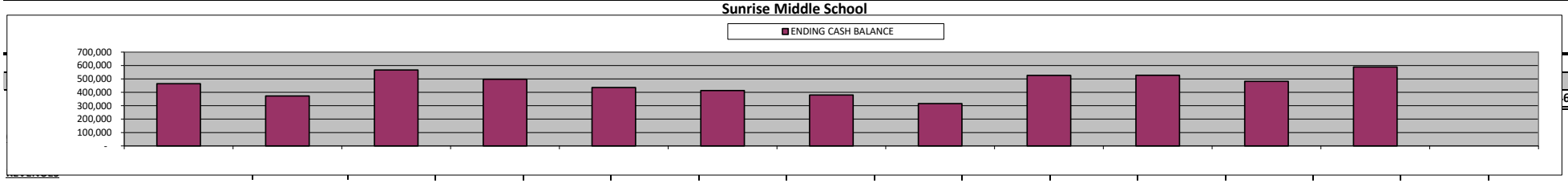
Sunrise Middle School



Sunrise Middle School
3-Year Planning Cash Flow
2019-20 Cashflow

Description	2019-20 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
BEGINNING CASH		589,010	610,055	504,901	601,431	543,639	491,555	482,034	458,122	406,781	617,245	614,761	567,591	802,105	1,090,462
CASH INFLOWS															
REVENUES															
LCFF State Aid	551,227	25,214	25,214	45,384	45,384	45,384	45,384	45,384	54,776	54,776	54,776	54,776	54,776	-	551,227
EPA	51,300	-	-	11,733	-	-	11,733	-	-	13,918	-	-	13,918	-	51,300
In-Lieu Of Property Taxes	1,799,427	-	98,769	197,537	131,691	131,691	131,691	131,691	131,691	278,739	141,059	141,059	141,059	142,748	1,799,427
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal	242,655	-	-	19,956	8,398	16,242	24,753	13,853	11,489	37,762	10,950	-	99,253	-	242,655
Other State	350,684	10,895	8,928	98,294	8,369	19,302	28,989	30,402	973	76,355	40,792	12,262	15,122	-	350,684
Other Local	36,450	9,113	9,113	9,113	-	-	-	-	-	-	-	-	9,113	-	36,450
TTL REVENUES	3,031,743	45,222	142,022	382,016	193,842	212,619	242,550	221,331	198,928	461,549	247,577	208,097	333,240	142,748	3,031,743
EXPENDITURES															
Certificated Salaries	1,145,775	26,748	95,157	118,931	100,960	100,359	103,453	99,911	100,758	97,346	100,465	97,715	103,972	-	1,145,775
Classified Salaries	628,984	26,077	58,738	35,820	54,715	56,416	55,598	50,578	56,477	60,093	58,244	61,900	54,329	-	628,984
Benefits	421,399	32,402	32,652	54,218	36,309	39,902	35,387	41,279	38,998	28,976	38,535	32,370	10,373	-	421,399
Books & Supplies	266,630	31,609	18,664	32,977	17,585	22,998	23,357	12,339	19,578	17,827	13,953	18,140	37,603	-	266,630
Services & Operations	494,820	46,462	41,966	43,540	42,066	45,029	34,276	41,136	34,459	46,843	38,864	45,142	35,036	-	494,820
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENSES	2,957,608	163,299	247,177	285,486	251,635	264,703	252,071	245,243	250,270	251,085	250,061	255,267	241,312	-	2,957,608
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		139,123													139,123
Loan Proceeds															-
Loan Repayments															-
Net Change in Payables															-
Fixed Asset Acquisitions															-
Other Inflows/(Outflows)															-
NET INFLOWS/OUTFLOWS	74,135	139,123	-	-	-	-	-	-	-	-	-	-	-		139,123
ENDING CASH BALANCE		610,055	504,901	601,431	543,639	491,555	482,034	458,122	406,781	617,245	614,761	567,591	659,519		
Months Cash on Hand		2.6	2.2	2.6	2.3	2.1	2.1	2.0	1.8	2.7	2.6	2.4	2.8		

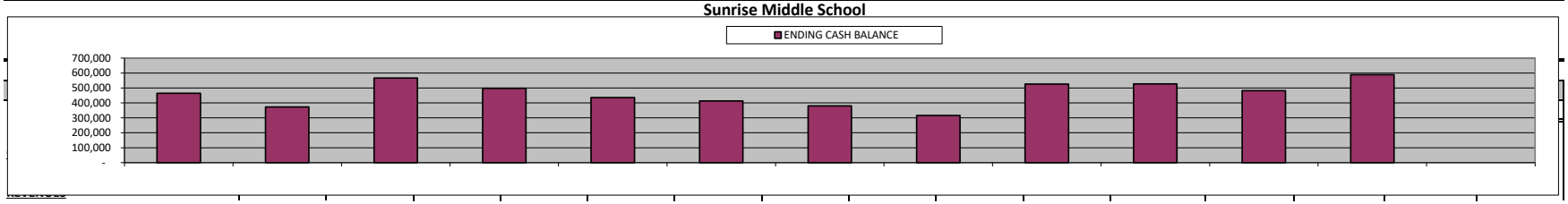
Sunrise Middle School



Sunrise Middle School
3-Year Planning Cash Flow
2020-21 Cashflow

Description	2020-21 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
BEGINNING CASH		659,519	681,412	580,050	694,407	650,733	612,456	618,416	608,831	562,002	735,722	711,160	641,741	802,105	1,090,462
CASH INFLOWS															
REVENUES															
LCFF State Aid	615,226	30,761	30,761	55,370	55,370	55,370	55,370	55,370	55,370	55,370	55,370	55,370	55,370	-	615,226
EPA	51,300	-	-	12,825	-	-	12,825	-	-	12,825	-	-	12,825	-	51,300
In-Lieu Of Property Taxes	1,799,427	-	107,966	215,931	143,954	143,954	143,954	143,954	143,954	249,401	126,212	126,212	126,212	127,723	1,799,427
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal	242,655	-	-	19,956	8,398	16,242	24,753	13,853	11,489	37,762	10,950	-	99,253	-	242,655
Other State	355,146	11,034	9,041	99,545	8,475	19,547	29,358	30,789	985	77,327	41,311	12,418	15,315	-	355,146
Other Local	24,000	6,000	6,000	6,000	-	-	-	-	-	-	-	-	6,000	-	24,000
TTL REVENUES	3,087,754	47,795	153,768	409,627	216,197	235,114	266,260	243,966	211,798	432,684	233,844	194,000	314,975	127,723	3,087,754
EXPENDITURES															
Certificated Salaries	1,178,844	27,520	97,903	122,363	103,874	103,255	106,439	102,794	103,666	100,156	103,365	100,536	106,972	-	1,178,844
Classified Salaries	647,419	26,842	60,460	36,870	56,318	58,069	57,227	52,060	58,132	61,854	59,951	63,714	55,922	-	647,419
Benefits	450,719	34,656	34,924	57,990	38,835	42,678	37,849	44,151	41,711	30,992	41,216	34,623	11,094	-	450,719
Books & Supplies	271,962	32,241	19,037	33,637	17,937	23,457	23,824	12,585	19,969	18,184	14,232	18,503	38,355	-	271,962
Services & Operations	504,716	47,391	42,805	44,411	42,907	45,930	34,962	41,959	35,148	47,780	39,641	46,045	35,736	-	504,716
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENSES	3,053,661	168,651	255,129	295,271	259,871	273,390	260,301	253,551	258,627	258,965	258,405	263,419	248,080	-	3,053,661
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		142,748													142,748
Loan Proceeds															-
Loan Repayments															-
Net Change in Payables															-
Fixed Asset Acquisitions															-
Other Inflows/(Outflows)															-
NET INFLOWS/OUTFLOWS	34,093	142,748	-	-	-	-	-	-	-	-	-	-	-		34,093
ENDING CASH BALANCE		681,412	580,050	694,407	650,733	612,456	618,416	608,831	562,002	735,722	711,160	641,741	708,636		
Months Cash on Hand		2.9	2.5	3.0	2.8	2.6	2.7	2.6	2.4	3.2	3.1	2.8	3.1		

Sunrise Middle School



Sunrise Middle School
Summer Program Budget
2018-19

Revenue Source		Amount
21st Century Grant		$ 36,000.00
Colad Foundation		$ 10,000.00
SSIG		$ 8,500.00
Total		**$ 54,500.00**

Expense Breakdown (adjusted to match revenues)

1920 Expenses - Other Cert - Summer	**Name**	**Salary**
Staff		$ 5,380.00
Staff		$ 6,550.00
Staff		$ 4,336.00
Staff		$ 2,236.00
Staff		$ 6,000.00
Staff		$ 3,924.00
Total		**$ 28,426.00**

2940 Expenses - Other Classified - Summer	**Name**	**Salary**
Staff		$ 6,059.00
Staff		$ 3,556.00
Staff		$ 6,816.00
Staff		$ 3,556.00
Total		**$ 19,987.00**

3000 Expenses - Benefits		**$ 2,017.00**

4000 Expenses - Books and Supplies	**Quantity**	
4325 Instructional Materials & Supplies		$ 1,000.00
4326 Art & Music Supplies		$ 25.00
4330 Office Supplies		$ 65.00
4720 Other Food		$ 115.00
Total		**$ 1,205.00**

5000 Expenses	**Quantity**	
5215 Travel		$ 165.00
5830 Field Trip Expenses		$ 2,000.00
5851 Marketing & Student Recruiting		$ 250.00
5863 Professional Development		$ 450.00
Total		**$ 2,865.00**

June & July 2018 Summer School	**Total**	**$**	**54,500.00**

Net Income	$	-

* Subsequent year expense budgets will be adjusted based on revenue in that year

Sunrise After School Budget
2018-19

Revenue		Amount
ASES Funding		$ 148,500
Matching General Funds (33%)		$ 49,005
Total		**$ 197,505**

Expense Breakdown - After School

1000 Expenses - Certificated Salaries	Name	Salary
1101 Teacher Stipends for ASES- PY amount		$ 7,500
1300 Cert Supervisor & Admin Salaries - PY ASES Alloc		$ 10,250
Total		**$ 17,750**

2000 Expenses - Classified Salaries	Name	Salary
Staff		$ 62,287
Staff		$ 10,133
Staff		$ 12,000
Staff		$ 14,537
Staff		$ 12,000
Staff		$ 12,500
Total		**$ 123,457**

3000 Expenses - Benefits	**$ 10,000.00**

4000 Expenses - Books and Supplies, Computers	Quantity	Amount
4325 Instructional Materials & Supplies		$ 5,500
4326 Art & Music Supplies		$ 2,000
4350 Uniforms		$ 300
4720 Other Food		$ 200
Total		$ 8,000

5000 Expenses	Quantity	Amount
5610 Rent		$ 12,000
5815 Consultants-Instructional		$ 16,000
5830 Field Trip Expenses		$ 200
5841 Party Expense		$ 850
5874 Sports		$ 6,900
Total		**$ 35,950**

Total Expenses	**$ 195,157**

Net Income	**$ 2,348**

* Subsequent year expense budgets will be adjusted based on revenue in that year

Sunrise Middle School Budget Report Assumptions
Three Year Budget Projection

Enrollment Assumptions	**FY 2018-19**	**FY 2019-20**	**FY 2020-2021**
Grades K-3			
Grades 4-6	78	108	108
Grades 7-8	169	162	162
Grades 9-12			
Total Enrollment	**247**	**270**	**270**
ADA%	95.0%	95.0%	95.0%
Total ADA	**234.7**	**256.5**	**256.5**
Free and Reduced Lunch Students (FRL)	88%	88%	88%
English Language Learners (EL)	42%	42%	42%
Foster Youth	0%	0%	0%
Unduplicated Count (FRL, EL, Foster Youth)	227	248	248
Special Education Students	33	35	35
Resident LEA Unduplicated % for LCFF Concentration Grant	49%	49%	49%

Funding Rates:

	FY 2018-19	**FY 2019-20**	**FY 2019-2020**
LCFF Rates			
Grades K-3	$ 7,193	7,348	7,521
Grades 4-6	$ 7,301	7,458	7,633
Grades 7-8	$ 7,518	7,680	7,860
Grades 9-12	$ 8,712	8,899	9,108
Federal Revenues:			
Special Education - Federal per student:	$ 125	$ 125	$ 125
Child Nutrition - Federal per student:			
Other Federal Revenue - Provide listing, including amounts			
State Revenues:			
Special Education - State funding per student	$ 514	$ 514	$ 514
Lottery per ADA:	$ 194	$ 194	$ 194
Other State Revenue - Provide listing, including amounts	1-time mandate funding included only for 2018-19 school year.		
Local Revenue - Provide listing, including amounts	Grants only shown in future years if committed. - Federal 21st Century: $36,450 - SSIG City: $8,500 - John Sobrato: $20K		

Expenditure Assumptions	**FY 2018-19**	**FY 2019-20**	**FY 2020-2021**

Sunrise Middle School Budget Report Assumptions

Three Year Budget Projection

Certificated Salaries:			
Number of FTEs - Teachers	9	11	11
Number of FTEs - Pupil Support Salaries	1.0	1.0	1.0
Number of FTEs - Supervisor/Admin Salaries	4	4	4
Number of FTEs - Other Certificated Salaries	-	-	
COLA percentage increase	0.0%	0.0%	0.0%
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP	Plan to hire additional teacher in 2019-20		
Non Certificated Salaries:			
Number of FTEs - Instructional Aides' Salaries	4	4	4
Number of FTEs - Non-certificated Support Salaries	2	2	2
Number of FTEs - Supervisor/Admin Salaries	-	-	
Number of FTEs - Clerical and Office Salaries	3	3	3
Number of FTEs - Other Non-Certificated Salaries	-	-	-
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP	All certificated staff received a $3K salary increase plus a 3% step increase in 2018-19. 3% increase budgeted for subsequent years.		
Benefits			
STRS (rate)	16.3%	18.1%	19.1%
Number of STRS employees	14	16	16
Non-certificated retirement (rate)	0.0%	0.0%	0.0%
Number of employees non-STRS retirement	-	-	-
Health and welfare (per FTE)	$ 8,000	$ 8,000	$ 8,000
Number eligible employees for health benefits	23	25	25
Books and Supplies			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP	Purchase of text books, supplies, materials, and online curriculum for new class in 2019-20: $20K. $50K in 2018-19 budget for replacement of student computers.		
Services & Other Operating Expenditures			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP	Plan to rent additional classroom in 2019-20.		
Capital Outlay			
Provide description of significant changes from prior reporting period, including those expenditures detailed in LCAP			
Other Outgo			
Other Financing Sources			
Other Financing Uses			

APPENDIX M – 2017-2018 FINANCIAL AUDIT

CliftonLarsonAllen LLP
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Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

We have audited the financial statements of Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School (the School) as of and for the year ended June 30, 2018, and have issued our report thereon dated August 28, 2018. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2018.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Corrected misstatements

The attached schedule summarizes material misstatements detected as a result of audit procedures that were corrected by management.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the attached management representation letter dated August 28, 2018.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other information in documents containing audited financial statements

With respect to the Local Education Agency Organization Structure, Schedule of Instructional Time, Schedule of Average Daily Attendance, Reconciliation of Annual Financial Statements with Audited Financial Statements, and the Notes to Supplementary Information (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated August 28, 2018.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

Recent accounting standards

Our promise is to get to know you and help you. For your consideration, we provided recent accounting standards applicable to your organization.

Not-for-profit reporting –

- Effective for fiscal years beginning after December 15, 2017. For your Organization – June 30, 2019's financial statements. Early adoption is permitted.
- Net asset classifications –
    - Two classes of net assets 1) with donor restrictions and 2) without donor restrictions.
    - Disclose amount, purpose and type of board-designated net assets.
- Placed-in-service approach for donated gifts of cash or acquisition of property, plant and equipment.
- Statement of functional expenses required along with disclosures on methods.
- Internal and external investments expenses are netted with investment returns.
- Disclosures of liquidity information to expand on quantitative and qualitative information for near-term cash needs for general expenditures.
- Statement of cash flows – option to use indirect or direct method, if direct method is used, the reconciliation is no longer required

Revenue recognition –

- Effective for fiscal years beginning after December 15, 2017 for public entities and December 15, 2018 for nonpublic entities. For your Organization – June 30, 2019's financial statements. Early adoption is permitted.
- Principles-based revenue standard to be applied to all industries.
- 5-step process for revenue recognition.
- Recognize revenue when an Organization transfers goods or services to a customer, the amount recognized should represent the consideration to which the Organization expects to be entitled.

Statement of cash flows –

- Effective for fiscal years beginning after December 15, 2017 for public entities and December 15, 2018 for nonpublic entities. For your Organization – June 30, 2020's financial statements.
- Streamlines activities between cash and restricted cash as operating, investing or financing, or as a combination of those activities.
- Provides explanation for the change in cash, cash equivalents and restricted cash.

Leases –

- Effective for fiscal years beginning after December 15, 2018 for public entities and December 15, 2019 for nonpublic entities. For your Organization – June 30, 2021's financial statements.
- Requires lessees to recognize the assets and liabilities arising from all leases on the statement of financial position.

- A lessee should recognize the liability to make lease payments (the lease liability) and a right-of-use asset representing its right to sue the underlying asset for the lease term.
- Continued differentiation between finance and operating leases.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of the School and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, CA
August 28, 2018

Adjusting Entries:

Account	Description	Debit	Credit
Adjusting Journal Entries			
Adjusting Journal Entries JE # 2			
To record CY depreciation expense			
6900	Depreciation Expense	17,430.00	
9445	Accumulated Depreciation-Equipment		3,943.00
9465	Accumulated Depreciation - Leaseholds		13,487.00
Total		**17,430.00**	**17,430.00**
Adjusting Journal Entries JE # 3			
To reclass and accrue additional 21st Century Community Learning Centers Program revenue to the correct account			
8600	Other Local Revenue	27,338.00	
9229	AR - Other Federal	9,112.00	
8290	21st Century Community Learning Centers Program		36,450.00
Total		**36,450.00**	**36,450.00**

Reclassifying Entries:

Account	Description	Debit	Credit
Reclassifying Journal Entries			
Reclassifying Journal Entries JE # 1			
Reclass Prop 39 Solar Projects to CIP since the job has not been			
9450	Work in Progress	15,335.00	
9460	Fixed Asset - Leasehold Improvements		15,335.00
Total		**15,335.00**	**15,335.00**

ESCUELA XOCHITL TONATIUH, INC.
DBA: SUNRISE MIDDLE SCHOOL

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2018

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
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YEAR ENDED JUNE 30, 2018

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

Report on the Financial Statements

We have audited the accompanying financial statements of Escuela Xochitl Tonatiuh, Inc. dba Sunrise Middle School (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows, for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated August 28, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
August 28, 2018

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

ASSETS

CURRENT ASSETS		
Cash and Cash Equivalents	$	497,277
Accounts Receivable - Federal and State		241,177
Prepaid Expenses and Other Assets		94,034
Total Current Assets		832,488
LONG-TERM ASSETS		
Property, Plant, and Equipment, Net		42,292
Total Long-Term Assets		42,292
Total Assets	$	874,780

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	$	51,312
Deferred Revenue		19,000
Total Current Liabilities		70,312
NET ASSETS		
Unrestricted		605,994
Temporarily Restricted		198,474
Total Net Assets		804,468
Total Liabilities and Net Assets	$	874,780

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2018

	Unrestricted	Temporarily Restricted	Total
REVENUES			
State Revenue:			
Principal Apportionment	$ 441,240	$ -	$ 441,240
Other State Revenue	232,747	-	232,747
Federal Revenue:			
Grants and Entitlements	261,166	-	261,166
Local Revenue:			
In-Lieu Property Tax Revenue	1,399,554		1,399,554
Other Revenue	174,278	-	174,278
Investment Income	220	-	220
Total Revenues	2,509,205	-	2,509,205
Net Assets Released from Restriction	55,335	(55,335)	-
Total Revenues and Net Assets Released From Restriction	2,564,540	(55,335)	2,509,205
EXPENSES			
Program Services	2,110,697	-	2,110,697
Management and General	346,871	-	346,871
Fundraising	21,695	-	-
Total Expenses	2,479,263	-	2,479,263
CHANGE IN NET ASSETS	85,277	(55,335)	29,942
Net Unrestricted Assets - Beginning of Year	520,717	253,809	774,526
NET UNRESTRICTED ASSETS - END OF YEAR	$ 605,994	$ 198,474	$ 804,468

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2018

	Program Services	Management and General	Fundraising	Total Expenses
Salaries and Wages	$ 1,181,026	154,064	$ -	$ 1,335,090
Pension Expense	118,927	15,514	-	134,441
Other Employee Benefits	110,283	14,386	-	124,669
Payroll Taxes	44,255	5,773	-	50,028
Legal Expenses	-	1,470	-	1,470
Accounting Expenses	-	12,065	-	12,065
Other Fees for Services	71,388	51,559	21,695	144,642
Advertising and Promotion Expenses	-	4,196	-	4,196
Office Expenses	12,607	36,499	-	49,106
Information Technology Expenses	11,251	-	-	11,251
Occupancy Expenses	144,187	7,589	-	151,776
Travel Expenses	-	4,912	-	4,912
Conference and Meeting Expenses	9,090	1,914	-	11,004
Interest Expense	-	193	-	193
Depreciation Expense	16,559	871	-	17,430
Insurance Expense	-	23,165	-	23,165
Instructional Materials	128,189	-	-	128,189
Other Expenses	262,935	12,701	-	275,636
Total	$ 2,110,697	$ 346,871	$ 21,695	$ 2,479,263

See accompanying Notes to Financial Statements.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$	29,942
Adjustments to Reconcile Change in Net Assets to Net Cash Used by Operating Activities:		
Depreciation		17,430
Change in Operating Assets:		
Accounts Receivable - Federal and State		(29,485)
Prepaid Expenses and Other Assets		(50,886)
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		(22,050)
Deferred Revenue		(36,000)
Net Cash Used by Operating Activities		(91,049)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Property, Plant, and Equipment		(15,335)
Net Cash Used by Investing Activities		(15,335)
NET CHANGE IN CASH AND CASH EQUIVALENTS		(106,384)
Cash and Cash Equivalents - Beginning of Year		603,661
CASH AND CASH EQUIVALENTS - END OF YEAR	$	497,277
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$	193

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The mission of Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School (the School) is to provide a meaningful and stimulating alternative to mainstream education for 6th through 8th grade students. The School is a California nonprofit public benefit corporation funded principally through State of California public education monies received through the California Department of Education (CDE).

The School was originally chartered through the San Jose Unified School District (the District) through 2014. In March of 2014, the Santa Clara County Office of Education (SCCOE) renewed the School's charter through 2019. The charter may be revoked by SCCOE for material violations of the charter, failure to meet student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Net Asset Classes

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

Unrestricted

All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

Temporarily Restricted

These net assets are restricted by donors to be used for specific purposes. The School had $198,474 of temporarily restricted net assets as of June 30, 2018.

Permanently Restricted

These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

The cost of providing the various programs and other activities has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supportive services benefited.

Contributions

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings, and equipment in excess of $5,000.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Subsequent Events

The School has evaluated subsequent events through August 21, 2018, the date these financial statements were available to be issued.

NOTE 2 CONCENTRATION OF CREDIT RISK

The School maintains bank accounts with one financial institution. Accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 per institution. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable primarily consist of funds due from state and federal governments, therefore no provisions for uncollectible accounts were recorded.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment consisted of the following as of June 30, 2018:

Leasehold Improvements	$ 29,783
Equipment	19,714
Total	49,497
Less: Accumulated Amortization	(22,540)
Net Property, Plant, and Equipment	26,957
Construction in Progress	15,335
Total Property, Plant, and Equipment, Net	$ 42,292

NOTE 5 TEMPORARILY RESTRICTED NET ASSETS

The School's temporarily restricted net assets as of and for the year ended June 30, 2018 were as follows:

	June 30, 2017	Additions	Releases	June 30, 2018
Prop 39 Clean Energy Grant	$ 213,809	$ -	$ (15,335)	$ 198,474
Summer Program Grant	40,000	-	(40,000)	-
Total	$ 253,809	$ -	$ (55,335)	$ 198,474

NOTE 6 FEES

The County receives 1% of the School's annual ADA-related revenues for supervisory oversight and administrative services.

NOTE 7 EMPLOYEE RETIREMENT

Multi-employer Defined Benefit Pension Plan

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS.

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total plan net assets are $210 billion, the total actuarial present value of accumulated plan benefits is $362 billion, contributions from all employers totaled $4.2 billion, and the plan is 62.6% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2018 was 14.43% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

Funding Policy (Continued)

The School's contributions to STRS for the past three fiscal years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2016	$ 60,034	100%
2017	104,650	100%
2018	134,441	100%

Defined Contribution Plan

The School offers a defined contribution retirement plan to its qualifying employees. Contributions are made to the plan through employee elective deferrals and discretionary employer matching contributions. Employer contributions for the year ended June 30, 2018 were $3,800.

NOTE 8 CONTINGENCIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 9 LINE OF CREDIT

The School has a line of credit for $93,000. It carries a fixed annual rate of 10% and expires in July 2021. The School has no outstanding balance as of June 30, 2018.

NOTE 10 OPERATING LEASE

The School has a Facilities Use Agreement with the District through June 30, 2019. The agreement requires the School to pay a Pro-Rata Share and FMV Use Fee (lease payments) that is calculated annual based on the projected enrolled students and amount of space used. For the year ended June 30, 2018, the School paid $9,697 monthly for a total lease expense of $116,463.

Estimated future payments under this agreement are as follows:

Year Ending June 30,	
2019	$ 121,867
Total	$ 121,867

SUPPLEMENTARY INFORMATION

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2018

Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School is a California nonprofit public benefit corporation and operates a charter school approved by the San Jose Unified School District in 2011. In March of 2014, the Santa Clara County Office of Education (SCCOE) renewed the School's charter through 2019.

Escuela Xochitl Tonatiuh, Inc. dba: Sunrise Middle School charter number: 1290

The Board of Directors and the Administrator for the fiscal year ended June 30, 2018 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (3 Year Term)
Gabriel Clark	Chair	June 30. 2020
Kermit Cuff	Vice-Chair	June 30. 2020
Lex Lauron	Treasurer	June 30. 2019
Marilyn Pimentel	Secretary	June 30. 2020
Gibran de Labra	Member	June 30. 2020
Maria de Jesus Sedano	Parent Representative	June 30. 2019

ADMINISTRATOR

Teresa Robinson	Executive Director

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2018

	Instructional Minutes		Traditional Calendar Days	Status
	Requirement	Actual		
Grade 6	54,000	61,380	180	In compliance
Grade 7	54,000	61,380	180	In compliance
Grade 8	54,000	61,380	180	In compliance

See accompanying Notes to Supplementary Information.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2018

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 4-6	66.09	66.36	66.98	67.19
Grades 7-8	135.01	135.93	135.80	137.06
ADA Totals	201.10	202.29	202.78	204.25

See accompanying Notes to Supplementary Information.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2018

June 30, 2018 Annual Financial Report		
Fund Balances (Net Assets)	$	804,468
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Net Adjustments and Reclassifications		-
June 30, 2018 Audited Financial Statement		
Fund Balances (Net Assets)	$	804,468

See accompanying Notes to Supplementary Information.

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of the California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter school as reported on the Annual Financial Report form to the audited financial statements.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Sunrise Middle School (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated August 28, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
August 28, 2018

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Escuela Xochitl Tonatiuh, Inc.
dba: Sunrise Middle School
San Jose, California

We have audited Sunrise Middle School's (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	No[1]
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

[1] Nonclassroom ADA was under the threshold that required testing.

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
August 28, 2018

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.

ESCUELA XOCHITL TONATIUH, INC. DBA: SUNRISE MIDDLE SCHOOL
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2018

There were no findings or questioned costs in the prior year.