

Seven Oaks Classical School, Inc.



The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Seven Oaks Classical School

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

200 East Association Street Ellettsville, Indiana 47429

School district(s) of proposed location:

Richland-Bean Blossom School Corporation

Legal name of group applying for charter:

Seven Oaks Classical School, Inc.

Names, roles, and current employment for all persons on applicant team, including each board member:

Lindsey Weaver, Hearing Specialist, Monroe County Community School Corporation

Matt Wolf, Technology Manager, Indiana University

Terry English, Attorney at Law, Private Practice

Dr. William Scott, Professor Emeritus, Indiana University Kelley School of Business

Fred Prall, Certified Public Accountant, President of Prall & Company

Guy Platter, Educational Consultant, Bright Frontier Schools

Jazzmin Vegeler, Behavioral Health Technician, Bloomington Meadows Hospital

Brigitta Powers, Challenge Director, Classical Conversations

Linda Murphy, Speech and Language Pathologist, IU Health

Designated applicant representative:

Lindsey Weaver, Founding Board President

Address:

3210 East 10th Street, #7262

Bloomington, Indiana 47408

Office and cell phone numbers:

812-272-9716

Email address:

president@sevenoaksclassical.org

Planned opening year for the school:

(Fall 2016 or later)

Fall 2016

Model or focus of proposed school:

(e.g., arts, college prep, dual-language, etc.)

Classical Liberal Arts Education Model

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K-6	378
Year 2	K-8	459
Year 3	K-8	486
Year 4	K-8	486
Year 5	K-8	486
At Capacity	K-8	486

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Indiana Charter School Board

Submission date(s):

Fall 2014



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Proposal Narrative

Executive Summary

Mission and Vision

The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Seven Oaks prepares its students to be leaders in their homes and communities, entrepreneurs in business, and statesmen in government. Through its demanding curriculum with a strong emphasis on civics, Seven Oaks provides a traditional education with a constant view toward developing knowledgeable American citizens.

Educational Need and Target Population

Seven Oaks Classical School seeks to fill the need for a classical liberal arts option within Monroe County. This option is currently unavailable in private or public schooling options and is unique to this area. Seven Oaks Classical School will target all students within Monroe and surrounding counties who desire a content-rich, rigorous, and time-tested learning curriculum in an atmosphere that promotes and builds strength of character. Seven Oaks envisions primarily serving students from Monroe County, but welcomes students from all surrounding counties. Across the nation, Hillsdale-affiliated schools have exhibited high performance as evidenced by test scores, exit exams, and other awards and accolades. More broadly, schools adopting a classical curriculum have been spreading and expanding at an increasing rate. These schools have similarly exhibited impressive results. In our conversations within the community, it is clear that parents and families are yearning for just this kind of educational option.

Community Engagement

Seven Oaks Classical School plans to reach out to and work together with other schools to continue providing quality educational opportunities for the children of Bloomington. Currently, Seven Oaks Classical School is a member of the City of Bloomington Volunteer Network. We have also begun to make connections with elected officials to bring to them awareness of current and needed educational options for the families of our community. Seven Oaks has reached out to various organizations: Girls, Inc. in hopes of securing an opportunity for the girls at Seven Oaks either through an outreach program at our school or increasing membership at their facility and making their organization known to our families; Boys and Girls Club, in hopes of securing an opportunity for the boys and girls at Seven Oaks and making their organization known to our families; Cub Scouts, in anticipation of developing and maintaining a troop at Seven Oaks; Girl Scouts, in anticipation of developing and maintaining a troop at Seven Oaks; and Stafford Music Academy, in hopes of hiring teachers for our music program and possibly hosting private music lessons at our facility. It is Seven Oaks' plan to reach out to additional local organizations such as Big Brothers/Big Sisters, Best Buddies, the YMCA of Bloomington (South and Northwest), City of Bloomington Parks & Recreation, and other such groups. We intend to raise awareness of the classical model of educating children that Seven Oaks Classical School will provide and welcome partnerships with the aforementioned organizations to provide outstanding opportunities to all Seven Oaks students.

Education Plan/School Design

To achieve our mission, Seven Oaks will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle school, which will include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common



SEVEN OAKS

Classical School

The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

learning; Riggs Institute's The Writing & Spelling Road to Reading & Thinking for teaching "explicit" phonics, reading, and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving. Teachers will train students at all levels in Socratic seminars to encourage intelligent, logical, and independent thinking. Seven Oaks' curriculum with the supplemental programs has proven to be successful for all students, including special needs students and English Language Learners (ELL).

Seven Oaks is an innovative school in Monroe County. First, students will study Latin beginning in the elementary grades. They will learn Latin roots, which improves reading comprehension and vocabulary. In addition, students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another unique aspect of Seven Oaks is the instruction in the classical virtues. These will be integrated throughout the curriculum and for all grade levels. At Seven Oaks, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition. In order to determine academic levels, teachers at Seven Oaks will use assessments provided by Riggs and Singapore Math to appropriately place students in the correct literacy and mathematics ability group.

Classical education upholds a standard of excellence and has proven itself over the course of time. We believe Seven Oaks' high standards and research-based curriculum will provide students a rigorous and robust education that will challenge them to excel not only in academics but in character development. Students will graduate from Seven Oaks as highly literate, knowledgeable, and ethical citizens who are well prepared to be responsible members of their families and communities.

Vision for Growth

Seven Oaks' plan is to open with grades K-6 with 54 students at each grade level and 27 students per class; in year 2 the plan is to enroll 54 students in seventh grade and one section of 27 students in eighth grade. In year 3, we will expect two sections of each grade through the eighth grade. Additionally, a K-8 school will offer students and families continuity of educational pedagogy and school philosophy. It should be noted that five Hillsdale-affiliated schools have expanded at such an alarming rate that there are 2,132 students wait-listed out of the eight schools, with all of the schools at or near their enrollment targets.

Governance and Leadership

Seven Oaks Classical School will seek the advice of Hillsdale College's Barney Charter School Initiative in creating and implementing the school's academic program. It will also work with Indiana Charters, which will provide contract services for various office and administrative needs. The Barney Charter School Initiative is devoted to the education of young Americans. There are currently eight affiliated schools in six states serving approximately 3,899 students. To advance the founding of classical charter schools, Hillsdale College works with school founding groups, which consist of of parents and local citizens who care deeply about education.

The founding board members of Seven Oaks Classical School are a diverse group of professionals, parents, and local citizens skilled in various disciplines. This highly skilled group of professionals includes a local attorney with a decade of experience in school law, a professor emeritus from Indiana University's Kelley School of Business, the president of a local CPA firm, an educational leader with experience in charter school development and management, a speech and language pathologist with Indiana University Health, a challenge director with Classical Conversations, a special education teacher who specializes in communication disorders, a technology manager from Indiana University, and a behavioral health technician with Bloomington Meadows Hospital. They are devoted to establishing a charter school that succeeds in training the minds and improving the hearts of young people. All board



members share a belief that every child can learn and deserves an exceptional classical education in the liberal arts and sciences with development in moral character and civic virtue.

The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but will not be limited to, an executive committee, a finance committee, a building committee, and an education committee. Other responsibilities of the board of directors will include, but will not be limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

1. Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development or operations. See Attachment 1.

The following individuals are on the Seven Oaks Classical School’s Founding Board of Directors:	
Lindsey Weaver	Hearing Specialist, Monroe County Community School Corporation
Matt Wolf	Technology Manager, Indiana University
William Scott, PhD	Professor Emeritus, Indiana University Kelley School of Business
Fred Prall	Certified Public Accountant and President of Prall & Company
Terry English	Attorney at Law, Private Practice
Guy Platter	Educational Consultant, Bright Frontier Schools
Jazzmin Vegeler	Behavioral Health Technician, Bloomington Meadows Hospital
Brigitta Powers	Challenge Director, Classical Conversations of Bloomington
Linda Murphy	Speech and Language Pathologist, First Steps of Indiana

The following individuals will play an important role in Seven Oaks Classical School:

Phil Kilgore	Director of the Barney Charter School Initiative, Hillsdale College
Rebecca Fleming	Assistant Director of the Barney Charter School Initiative
Kevin L. Davis	CEO, Indiana Charters
Laurie Serak	Educational Service Provider, Indiana Charters
Brian Anderson	Educational Service Provider, Indiana Charters

See Attachment 1 for Founding Board Member Resumes.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.

Seven Oaks Classical School has specifically partnered with Hillsdale College and the Barney Charter School Initiative. The Barney Charter School Initiative is a project of Hillsdale College devoted to the education of young Americans. Through this initiative, the college supports the launch of classical charter schools. These schools will train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. To advance the founding of classical charter schools, Hillsdale College works with school founding groups of parents and local citizens who care deeply about education, who plan to apply for a charter, and who are interested in an association with Hillsdale.



A charter school fortunate to receive assistance from Hillsdale College is not charged a fee. Instead, in fulfilling its own mission, at no cost to the charter, the Barney Charter School Initiative offers guidance from professors and resources and guidance on the development and operation of a school's academic program, policies, curriculum and teaching practices, consistent with the terms and conditions of the school's approved charter application. Hillsdale also assists with the search and appointment of a Headmaster. In all instances, the terms and conditions of the school's approved charter application shall control all decisions. Hillsdale College may offer advice with respect to strategies for the operation of the school, such as improving the performance of students. However, the decision whether to implement any particular strategy will be made solely by the school. There is no partnership, employer-employee relationship, agency relationship or any relationship implying control over the school, the governance of the school, or the operations of the school. All decisions with respect to the curriculum and teaching materials of the school are made by the school and consistent with applicable laws and regulations, and the approved charter application. Hillsdale provides teacher education seminars, a Principal Boot Camp and other professional development. Hillsdale provides a model and does not replicate schools. Hillsdale is currently assisting eight classical charter schools in the United States (2 in Georgia, Florida, Arkansas, Nevada, 2 in Texas, New Mexico) that are beginning their first, second or third year of operation. Four of the schools opened K-10, while the others opened K-8 or K-6. Most are operating at or near full capacity, and are fiscally sound. Hillsdale is working with several additional groups in various stages of seeking a charter, including the board of Seven Oaks Classical School.

Seven Oaks Classical School has also chosen to partner with a unique educational service provider, Indiana Charters LLC, to provide back-office and support services as well as operational knowledge, experience, and expertise. The Indiana Charters/Seven Oaks team will provide extensive services and support through the first year of operation. These services transition gradually through a teaching and mentoring phase that will prepare the Seven Oaks staff to operate independently after the third year of operation.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Since well before 1983, educational scholars, parents, and other interested parties have been aware that the vital needs of our student populations at large are not being met. In 1983, for example, a study conducted by the National Committee on Excellence in Education warned that “while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundation of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur—others are matching and surpassing our educational attainments.” (*A Nation at Risk*, April 1983) The Seven Oaks Classical School Founding Board came together to propose this school from a desire to increase the quality of education provided to the families of Monroe and surrounding counties. The members of the board share a passion for civic virtue, moral character, and the appreciation of liberal arts learning.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.



The Seven Oaks founding board has begun its search for a headmaster candidate. Our goal is to have a headmaster in place by the beginning of February, 2016. We will be assisted in this process by Hillsdale College and the Barney Charter School Initiative. This initiative assists classical charter schools in finding suitable leaders. This initiative was specifically chosen for multiple reasons, one of which is to ensure that candidates have a solid understanding of classical education and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Our headmaster, accountable to the governing board, will coordinate the hiring of teachers and staff, the implementation of a classical liberal arts and civic-minded curriculum, the establishment of a studious and decorous school culture, the maintenance of a healthy enrollment, and the pursuit of financial integrity. In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community. In all of his/her work, the headmaster will draw upon the advice and experience of Hillsdale College faculty involved in the charter school initiative. See Attachment 2 for a complete job description and timeline for hiring the headmaster.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Until a headmaster is hired, the founding board will lead the development of the school. Once a headmaster has been selected, the headmaster will take a leading role in school development, with the board serving in a largely advisory capacity. The board will work on a volunteer basis, while the headmaster will be compensated out of the school budget.

3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

The assistant headmaster and all other faculty will be hired by the headmaster, with assistance available from Hillsdale College as necessary. Candidates will be drawn from Hillsdale College and other liberal arts colleges, from teachers at existing schools, and from those transitioning into the teaching profession from other careers.

The headmaster will begin hiring the remaining staff by spring 2016. Like the headmaster, teachers, and other staff will be drawn from those supportive of and knowledgeable about the classical liberal arts tradition. See Attachment 3 for a complete job description for assistant headmaster.

GOVERNANCE

1. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder.

The board of directors for Seven Oaks Classical School will consist of no fewer than five and no more than nine members and will be led by an executive team to include, at minimum, a president, a vice-president, and a secretary, and, if deemed necessary, a treasurer. See Attachment 6 for the Charter School Board Member information sheet for the current founding board members.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board, describe what steps the



existing board will take to transform its board membership, mission and bylaws to support the charter school, and to comply with Indiana's Public Access Laws, including the Open Door Law.

Seven Oaks' application is not being submitted by an existing nonprofit organization or institution.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

Seven Oaks Classical School will be governed by the governing board and managed by its headmaster pursuant to the school's charter and duly adopted by-laws. The governing board will be responsible for adopting policy, overseeing the management of the school, and ensuring financial compliance and responsibility. In addition, the governing board will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The governing board will not be involved in the daily operations of the school but will hire a headmaster, who will be evaluated at least annually. The headmaster, in partnership with the governing board, will decide upon the timing of the evaluation of the headmaster's performance. The governing board will make sure the headmaster manages Seven Oaks in compliance with the school's charter and with all state and federal laws and regulations.

The governing board will perform ongoing assessments of the school and its programs and operations. It will also routinely assess its own performance. Governing board members will participate in and develop short- and long-range plans for the school. The board will monitor the effectiveness of the school's programs and their implementation to determine if the school has met its stated goals.

The headmaster will report to the governing board at regular meetings about the school's operations. The headmaster will serve as liaison between Seven Oaks and the school's authorizer. The headmaster will present his/her recommendation to the governing board on any subject under consideration prior to action taken on the subject, if requested. The headmaster will be required to attend all governing board meetings.

The headmaster will be responsible for overall instructional leadership for the charter school, including the discipline of students if needed, and the planning, implementation, and supervision of the educational program of the school. The headmaster will have authority over all personnel matters, including hiring, disciplining, and terminating all school employees, subject to board approval. The headmaster will periodically evaluate Seven Oaks employees as provided for by Indiana law and Seven Oaks policy.

The headmaster will establish and maintain an appropriate community relations program. He/she shall uphold and enforce the charter, Seven Oaks' governing board policies, and local, state, and federal laws and regulations. Personnel under the supervision of the headmaster, as identified in the organization chart, include the business manager, assistant headmaster, administrative assistants, and teachers. Personnel under the supervision of the assistant headmaster, as identified in the organization chart, include the nurse, educational assistants, and ancillary staff.

The work of governing and overseeing the school is divided among the board members as indicated by the subcommittee structure. Each committee meets monthly and reports to the board as a whole each month. The structure ensures that the board is always informed about the status of the various aspects of school governance. See Attachment 14 for the organizational flow chart.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICSB website under Application Resources.

The current board of directors for Seven Oaks Classical School has been meeting since July, 2013. The board as a whole will meet on the first Wednesday of each month, and each committee will meet on the third Wednesday of each month, as well as any other times deemed necessary. The board meetings will



discuss new business as well as hear reports from the committees. The meetings of the committees will focus on business related to their particular functions.

Seven Oaks will fully comply with Indiana's public access laws and other laws required by the state of Indiana. The board of directors will maintain a schedule of planned board meetings on the school website and will meet in a location that is accessible to the community surrounding the proposed school location. Regular board meetings, both times and date, will be posted at the school two days prior to the meeting being held. Special meetings will be posted at the school and on the school website at least 48 hours prior to the meeting. The agenda and minutes of every board meeting will be published on the school's website and will be available in the school office. All school policies approved by the board of directors will be available for viewing on the school's website and in the school office.

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

Seven Oaks Classical School's by-laws will address the conduct of its board members. Members will be required to sign conflict-of-interest disclosure statements, be familiar with their responsibilities as members in the context of open meetings, and clearly understand their ethical and fiduciary obligations to the school. Board members will participate in governance training as developed through the Hillsdale College Barney Charter School Initiative, Indiana Charters, Indiana Youth Institute, the Department of Education, and other training opportunities as they become available. Board members will also participate in training necessary to ensure the success of the school and the board of directors' obligation to the school. The by-laws will address how and when members may be removed for unacceptable or inappropriate conduct. The governing board will meet at least once each month (except during the summer and/or school holidays as deemed appropriate) to hear reports, to consider and adopt policies, to act on committee recommendations, and to consider requests and concerns from parents, students, teachers, and the public.

6. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

Seven Oaks Classical School's advisory bodies will consist of the board committees developed and approved by the board of directors, which will report to the governing board on a monthly basis. These advisory committees will advise the board of directors, but decisions will be made by the board of directors as a whole. There will be eight advisory committee bodies. These will include the: Executive Committee; Fundraising Committee; Marketing Committee; Finance Committee; Building Committee; Volunteer Committee; Education Committee; and Grievance Committee. Each committee will include one committee chair and two or more volunteer members. See attachment 14 for a complete organizational flow chart.

7. Grievance Process. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Seven Oaks Classical School firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the appropriate chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

The chain of command refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. Seven Oaks Classical School understands that parents will



have questions, opinions, and comments that need to be expressed concerning their children's education. Such communications can be very helpful to the successful operation of the school. Seven Oaks' preference is that such communications be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the assistant headmaster or headmaster, depending on whether the matter concerns discipline or academics. If further communications are warranted after seeing the assistant headmaster or headmaster, the parent should go to the grievance committee. The governing board's grievance committee is not the first point of contact and, therefore, will refer all communications that require a response or action to the appropriate individual(s).

Teacher—Parents should schedule a meeting with the teacher through the office. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own child.

Assistant Headmaster—If the grievance cannot be resolved with the teacher and the matter regards discipline, the parent should schedule a meeting with the assistant headmaster.

Headmaster—If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the headmaster.

Grievance Committee—If the grievance cannot be resolved after talking with the teacher or the appropriate parties, the parent must submit the grievance in writing to the grievance committee.

If a resolution is not achieved by the abovementioned process, two other options are available:

(1) The grievance may be submitted to the governing board in writing. The governing board will review the summary and will make one of the following determinations: (1) The governing board may decide to support the previous decision; (2) The governing board may appoint up to two board members to address the issue; (3) The governing board may address the issue in an open board format; (4) The governing board may address the issue in an executive session, in accordance with the Indiana Open Door Policy I.C. 5-15-1.5.

(2) Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained during an open board meeting. Concerns or grievances should be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a board member. Grievances regarding an administrator should be directed to the individual first, then in writing to the governing board. The governing board and grievance committee will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school, its staff, or students. If the constituent does not receive satisfaction from the governing board and/or grievance committee, then he must present his case or evidence to the Indiana Charter School Board. If satisfaction is not received from the Indiana Charter School Board, then the complainant must present his case or evidence to the Indiana Department of Education (511 IAC 7-45-1 of Article 7).



SECTION II: SCHOOL DESIGN

Curriculum and Instructional Design

Provide a framework for the proposed instructional design that reflects the needs of the school’s target population and will ensure all students meet or exceed Indiana’s Academic Standards as described in IC § 20-31-3. While Indiana’s adoption of the Common Core has been paused, please also describe how the proposed instructional design will align with or exceed the Common Core Standards.

Seven Oaks Classical School will be a classroom-based learning environment whose curriculum aligns with, and exceeds, both the Common Core and Indiana standards.

Elementary School Class Size and Structure (Year 1):

Students spend the day with one teacher, excepting enrichment classes and special education taught by specialists.

Grade	Students per Class	Classes per Grade	Students per Grade	Number of teachers	Subject
K	27	2	54	2	
1	27	2	54	2	
2	27	2	54	2	
3	27	2	54	2	
4	27	2	54	2	
5	27	2	54	2	
6	27	2	54	2	
				1	Special Ed.
				1	Para-educator
				1	PE
				1	Music
				1	Art
				1	Foreign Lang.
				3	K-2 Teaching Assistants
Elementary School Total			378	23	

Classical Model of Education

Classical education has a history of over 2,500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England and from England to America through colonial settlement. At the time of this nation’s founding, classical education was still thriving. Thomas Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers’ favorite books was Plutarch’s *Lives of the Noble Greeks and Romans*. Eighteenth-century Americans venerated and trusted George Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight



exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. How, then, can such a long tradition of education seem so novel today, at the beginning of the 21st century?

Classical education, from a research base, is most closely aligned with cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of their cognitive abilities, such as the mental processes of recognition, recall, analysis, reflection, application, creativity, understanding, and evaluation. The cognitivists' (e.g., Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using verbal/linguistic and logical/mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educator's role is pedagogical in that the educator must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well-defined problems through a series of stages. These stages, as they apply to classical education, are described below.

Classical education acknowledges the concept of the Trivium, or "three roads," which speaks to the structure of every subject and discipline. The Trivium model describes three stages—grammar, logic, and rhetoric—which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics." The rationale for the grammar stage is there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Science is based on an understanding of key concepts, as well as learning to use the scientific method as a grammar for scientific thinking. Latin is introduced and taught alongside English so that students learn the structural underpinnings of our language, which expands the student's vocabulary and aids reading comprehension. Oratory skills are taught beginning in kindergarten.

The second stage, "logic," is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas, and causes. Students at this age want to look at the big picture; they want to know "why?" As they continue to learn facts, they have the intellectual capacity to question those facts. The primary pedagogical style in this stage is logic or dialectic. In this method of instruction, answers are arrived at by the exchange of logical arguments. There is a focus on higher-level thinking and communication skills. This method takes students to the highest level of thinking through examination of pertinent primary-source documents. During this stage, and in the next stage known as "rhetoric," students read great works in the American tradition to better learn about and understand the great ideas, texts, and events of Western civilization.

The last stage of the Trivium, "rhetoric," is the ability to apply the foundational knowledge and logical understanding of a subject, and to solve problems creatively and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop habits of mind that are an essential life skill. They are prepared to analyze arguments, present new ideas, and learn to effectively express their ideas — both verbally and in writing — with the individuality and skill students need in college and beyond.



An emphasis on literacy in all areas is the cornerstone of classical education, and classical education will well prepare students for success in advanced study through a systematic approach to training students' minds and character.

Classical education:

- Values knowledge for its own sake,
- Upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts,
- Demands moral virtue of its adherents, and
- Prepares human beings to assume their places as responsible citizens in the political order.

Classical education uses history as its organizing principle. For example, when students study ancient Greece, they concurrently study ancient Grecian art, music, and literature. As students progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts, and develop a clearer concept of how ideas have unfolded over time. This is a marked difference between the curriculum and pedagogy Seven Oaks will use and the current progressive model of student-led learning.

A classical education holds literacy, numeracy, cultural literacy, moral virtue, and tradition at its heart. At its core, classical education is:

- **Systematic:** Adherence to a clear process allows for effective coordination of instructional resources and for measurement of student progress toward goals.
- **Rigorous:** To proceed through stages, students must master the expected material or skills inherent in each stage.

This systematic, rigorous study has two purposes. Rigorous study develops virtue in the student. Aristotle defined virtue as the ability to act in accordance to what one knows to be right. The virtuous man (or woman) can force himself to do what he knows to be right, even when it runs against his inclinations. Classical education continually asks a student to work against his baser inclinations (laziness, or the desire to watch another half hour of TV) in order to reach a goal — mastery of a subject.

Systematic study also allows the student to join what Mortimer Adler calls the “Great Conversation” — the ongoing conversation of great minds down through the ages. Much modern education is so eclectic that the student has little opportunity to make connections between past events and the flood of current information. “The beauty of the classical curriculum,” writes classical schoolmaster David Hicks, “is that it dwells on one problem, one author, or one epoch long enough to allow even the youngest student a chance to exercise his mind in a scholarly way: to make connections and to trace developments, lines of reasoning, patterns of action, recurring symbolisms, plots, and motifs.” (*The Well-Trained Mind: A Guide to Classical Education at Home* by Susan Wise Bauer)

We have all heard the proverb: Give a man a fish and he eats a meal; teach him how to fish and he eats for a lifetime. Classical educators seek to teach students how to learn for themselves. Students who have mastered language, that is, who have mastered grammar and vocabulary, logical reasoning, and persuasive, eloquent speaking and writing—these students have the requisite tools necessary to study and master any subject they choose. We endeavor to ensure they will be ready for college and the rest of their life. Classical education then is a lifelong process of applying the “tools of learning”—tools that are the skills entailed in the rigorous, systematic nature of a classical education program and travel with the student through his various stages of learning.

A classical education, however, is more than simply a rigorous and systematic pattern of learning. Classical education is language-focused; learning is accomplished through words, written and spoken, rather than through images (pictures, videos, and television). This is important because language-learning



and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can “sit back” and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work.

To the classically educated mind, all knowledge is interrelated. The reading of the *Odyssey*, for example leads the student into the consideration of Greek history, the nature of heroism, and the development of the epic. There is an infinite amount of knowledge in the world, and finding the links between the fields of study can be challenging. A classical education meets this challenge by taking history as its organizing outline—beginning with the ancients and progressing forward to the moderns in history, science, literature, art, and music. This interrelated study of the humanities aligns quite explicitly with the goal of the Common Core and Indiana Standards. From an informational text perspective, building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. This is an essential component of both classical education and core knowledge.

Finally, the results speak for themselves. Classical education has seen resurgence in the past few years, and the results have been impressive. While there are many factors that contribute to a school’s success, the overwhelming success of classical schools around the country cannot be ignored.

Overview of Curriculum

Seven Oaks Classical School selected the Core Knowledge Sequence, which is based upon E.D. Hirsch’s book *Cultural Literacy*. The Core Knowledge Sequence provides a coherent grade-by-grade sequence of specific topics to be taught in grades K-8. Topics to be taught will include history, geography, literature, visual arts, music, language arts, science, and math. Core Knowledge focuses on specific content and building background knowledge, which is especially beneficial for students with learning challenges and ELLs. The Core Knowledge Sequence provides teachers a specific outline of the skills and content to be learned grade by grade, thereby eliminating the possibility of gaps or repetition and also exposing children to shared knowledge needed to be included in a shared literate culture. Lesson plans and resources are included in this curriculum to guide teachers in instruction.

Riggs Institute’s *The Writing & Spelling Road to Reading & Thinking* incorporates phonics-based spelling and reading. Riggs students learn syllabification, oral vocabulary, and comprehension. Students will also learn spelling, cursive writing, creative writing, spacing, margins, listening skills, vocabulary, grammar, syntax, punctuation, and capitalization. In addition, Riggs uses a complete and comprehensive method to teach language arts skills, including roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms, and graphic organizers.

The Singapore Math program was selected because it is detailed in instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts), and ensures that students master the material. Students do not move to the next level until they have mastered the material. The program presents mathematical skill building and problem solving from a conceptual viewpoint, thereby saving instructional time by focusing on mastery of essential math skills that are required to move from one level to the next.



Evidence-Based Support

As did America’s founders, Seven Oaks Classical School’s founders believe that our free government depends on the wisdom and virtue of the people—on their capacity for self-government—and therefore, education must equip young people with the knowledge and character required for self-government. Seven Oaks’ educational philosophy and curricular approach were selected because we believe they produce an academic program that will accomplish that goal. The content-based Core Knowledge Sequence for kindergarten through 8th grade will expose students to a coherent core of challenging, interesting, interwoven knowledge that not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself. The classical, liberal arts hold students to high academic standards and require students to recognize and practice virtuous behavior. Classical education has an impressive history of over 2,500 years in preparing students to become literate, informed, and responsible citizens.

The curricular approach we will use begins with the rudiments of basic literacy and math skills and continues to the higher orders of thought and expression in a coherent and orderly fashion. Seven Oaks Classical School’s Core Knowledge, classical, liberal arts curriculum, supplemented by Riggs, Singapore Math, Latin, and a strong emphasis on civics and classical virtues, will provide students a rigorous and comprehensive education that challenges them to excel both in learning and in character. This philosophy and curricular approach will lead to the highest standards of academic and character excellence—the virtues of self-government the American Founders knew our nation depends on.

Below, we detail the reasoning behind our selection of two key methodologies used in the elementary and middle school grades: Riggs’ The Writing & Spelling Road to Reading and Thinking and Singapore Math. The Riggs program is a research-based method for teaching all students the “explicit” phonics, reading, and language arts they must learn to succeed. Riggs provides both a strong foundation for students who demonstrate academic progress, and an effective remedial program for preexisting academic problems we anticipate many of our students may have. Riggs is a multisensory, brain-based approach that addresses virtually every student’s learning style through four pathways to the brain: sight, sound, voice, and writing. Students see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated, oral instructions. The teacher teaches through each student’s stronger learning modality (or modalities) while simultaneously remedying their weaker ones. This process accelerates the learning process, avoids discrimination against any student’s individual learning style, and provides an optimal learning opportunity for each student. Another key feature of the Riggs method is its use of appropriate sequencing. Riggs begins at the student’s speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts — or pieces of information — in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This mastery in reading, writing, and spelling will ensure that Seven Oaks’ students can excel through the Core Knowledge literature and materials.

The Singapore Math program presents mathematical skill building and problem solving from a conceptual viewpoint and saves instructional time by focusing on mastery of essential math skills, not on reteaching skills that should have been mastered in prior grades. The program’s detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just memorizing definitions and formulas. Singapore Math’s placement tests will assist teachers in differentiating the curriculum to meet the needs of all learners to ensure optimal student success. Mathematically competent students will be able to study in higher level classes that challenge their math strengths, while students who need more time to master skills and understand concepts will receive time and assistance at the skill level best suited for their success. Often, English Language Learners lack



adequate reading skills, but Singapore Math’s student-friendly, straightforward presentation of essential concepts enables students to obtain necessary math skills.

Support for the Core Knowledge Sequence (K-8)

Students do not learn in the abstract; they must acquire foundational skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, Seven Oaks Classical School has adopted the Core Knowledge Sequence for its K-8 curriculum. The Core Knowledge Sequence was developed by E.D. Hirsch, Jr. According to Hirsch, people must not only use the same language to communicate effectively and to understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is an example of a leader who relied on cultural literacy to convey his ideas. He had little formal education, but he read the works of Shakespeare, the fables of Aesop, Euclid’s geometry, and the documents of the American Founders. He was able, like few in our history, to express himself forcefully and to articulate the principles of freedom and human dignity in his historic Gettysburg Address. Hirsch stresses that “cultural literacy” is vital to comprehend the vast areas of human knowledge necessary for our political, economic, social, and moral well-being.

Core Knowledge is based on the premise that a grade-by-grade core curriculum of common learning builds a strong and sound education. This coherent sequence is based on the theory that what children can learn is dependent upon what they already know. Identification of the content and skills provides a coherent approach to building knowledge across all grade levels. By following the sequence, every child will learn the fundamentals of science, the basic principles of government, the important events of world and American history, the essential elements of mathematics, the masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. Knowledge, language, and skills build cumulatively from year to year through Core Knowledge’s sequential, clear, and specific grade-by-grade outline. Literacy is the goal, and students are provided a strong foundation in reading through the teaching of “explicit” phonics. Beginning in kindergarten, teachers read to their students from the best sources — classical literature. When students are able to read independently, their books are the classics. With this approach, teaching of the virtues is intentional and intertwined with discussions of the classics.

In *A Nation at Risk: 25 Years Later*, published in 2008, Hirsch refers to the severe decline in verbal and math scores and the lack of coherent curriculum in grades K-8 — grades that lay the foundation so necessary for high school success. Students must be well prepared in the elementary grades in order to thrive in the higher grades. Toward that end, Core Knowledge defines the knowledge and skills required for each successive grade level and helps prevent the academic repetition and gaps very evident in schools today.

Support for the Riggs Reading Program

Riggs Institutes’ reading program, *The Writing & Spelling Road to Reading & Thinking*, is a brain-based approach with multisensory instruction that addresses all learning styles. Riggs began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Riggs is an “explicit” phonics approach as defined and recommended in a Federal Compilation of Reading Research: *Becoming a Nation of Readers, 1985*. Beyond phonics and for reading, students also learn syllabification, oral vocabulary, and comprehension. For composition, students learn spelling, cursive writing, creative writing, spacing, margins, listening skills, orthography rules, vocabulary, grammar, syntax, punctuation, and capitalization. Riggs uses a complete and comprehensive method to teach language arts skills—roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms, and graphic organizers. They recommend vocabulary-rich



literature, such as the classics, and are proponents of high expectations. (Source: The Riggs Institute) Riggs complies with the research-based requirements in “No Child Left Behind” as it teaches strands in the following areas: Explicit Phonics with dictated Initial Letter Formation, The Alphabetic Principle, Phonemic and Graphemic Awareness, Correct Spelling w/47 Rules, Fluent Oral and Silent Reading, Oral and Print Comprehension, Vocabulary, Pronunciation and Speech, Creative and Organizational Composition, Grammar/Syntax/Punctuation/Capitalization, Analytical and Inferential Thinking, Auditory/Visual/Verbal/Motor Cognitive Development in: Attention, Discrimination, Association, and Memory.

Support for the Singapore Math Method (K-7)

For grades K-7, math will be taught using the Standards edition of Singapore Math. Singapore is the world leader in mathematics achievement, according to a study conducted by the American Institutes for Research and funded by the U.S. Department of Education (“What the United States Can Learn from Singapore’s World-Class Mathematics System”). Singapore students ranked first, while U.S. students ranked 16th in mathematical achievement (Source: April 24, 2011, American Institutes for Research).

The Singapore Primary Mathematics series is time-tested and has a documented history of success. Studies were conducted in 1995, 1999, and 2003 by the International Association for Evaluation of Educational Achievement (Trends in International Mathematics and Science Study), which conducts studies to measure math and science achievement in four-year cycles. Results of these studies showed that Singapore’s 4th and 8th grade students scored the highest in all three years the study was administered.

Singapore Math was developed in 1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel, and the proposed Common Core State Standards. (Source: <http://www.singaporemath.com> - Singapore Math Method)

Singapore Math understands that there are multiple learning styles and that ELL students will benefit from the program’s clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the program’s detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts) ensure that students master the material. Students do not move on until they have mastered the material and are prepared to build upon their knowledge. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school. (Source: John Hoven and Barry Garelick, “Singapore Math: Simple or Complex?” *Educational Leadership* 65:3, November 2007)

Support for Emphasizing Civics

Classical education has always been concerned with the political order. Looking back, Greek education was political—geared toward preparing youth for citizenship. As did the leaders of the ancient republics, America’s Founding Fathers realized that a free government depends upon the wisdom and virtue of its citizens—their capacity for self-government. It was their hope that schools would prepare young people to preserve the constitutional republic they created. In recent years, political knowledge has declined.



According to a 2008 study conducted by the Intercollegiate Studies Institute (ISI) American Civic Literacy Program, 2,508 Americans were surveyed to determine their knowledge of America's founding principles and texts, core history, and enduring institutions. The results showed that over 70% of those surveyed failed a basic test of civic information. Less than half of the participants could name all three branches of government, and only half could articulate a basic description of a free-enterprise system. Thirty percent of elected officials do not know that "life, liberty, and the pursuit of happiness" are the inalienable rights referred to in the Declaration of Independence. (Source: Americancivilliteracy.org/2008/summary) Classical liberal arts educators contend that by providing a curriculum with a strong history and civics component, the decline in political knowledge can be reversed. In the classical, liberal arts model, primary source documents are used to teach history, with an emphasis on American history and America's founding principles.

Support for Incorporating Primary Source Documents

The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author's interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills. For many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources, they begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective. Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer's reactions recorded after the interview.

These human expressions provide history with color and excitement and link students directly to its cast of characters. Interpreting historical sources helps students to analyze and evaluate contemporary sources—newspaper reports, television and radio programs, and advertising. By using primary sources, students learn to recognize how a point of view and bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society. Perhaps best of all, by using primary sources, students will participate in the process of history. They will discuss with teachers and classmates the interpretation of the sources. They will challenge others' conclusions and seek out evidence to support their own. The classroom will come alive as students test and apply important analytical skills (Source: History in the Raw. The U.S. National Archives and Records Administration. <http://www.archives.gov/education/history-in-the-raw.html>).

Support for Teaching the Virtues

As did the leaders of the ancient republics, America's Founders knew that the maintenance and prosperity of a free republic—the security and happiness of a free people—depends upon the character or virtue of its citizens. They also understood that virtue or character is only "the result of habit and long training." (Thomas Jefferson to Edward Everett, March 27, 1824) Youth become virtuous only by learning, observing, and practicing the virtues. Therefore, instruction in the virtues is an essential part of education. Classical education encourages this training in the virtues and the attainment of good character.



Through the decorum of the classrooms and halls, the reading of great works in literature and history, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with, and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students' behavior, students will rise to the occasion.

Ensuring Highly Effective Teachers

In order to ensure the rigorous intellectual and character formation of Seven Oaks Classical School students, only teachers who meet the following criteria will be considered for hire:

- Candidates must have successfully completed a rigorous course of studies at a four-year college or university, as evidenced by the list of courses and grades on the college transcript.
- Candidates for middle school teaching positions must have majored in the subjects they wish to teach, or have equivalent experience and knowledge.
- Candidates must be knowledgeable or willing to learn about the classical method of education.

All teachers will undergo continual in-house development in classical methods and content, as well as further study in their individual fields of expertise. This continuing education will benefit students in two ways: the teachers become better at their vocation, and they model for the students the value of lifelong learning and personal development.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Multisensory approach to teaching reading and written language. The Riggs program is based upon visual, auditory, and kinesthetic approaches. For example, when students are learning letters and sounds, they will see the symbol(s) and hear the teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated, oral instructions. Students also learn syllabification, oral vocabulary, and comprehension. The written language component aligns with the reading component as students learn spelling, cursive writing, creative writing, spacing, margins, orthography rules, vocabulary grammar, syntax, punctuation, and capitalization. Riggs is a comprehensive program where reading and written language are taught in ways that reinforce each other. This program emphasizes strategies that are very effective with all students, including students experiencing learning difficulties. Riggs is based upon a model developed by Samuel Orton (Orton-Gillingham) to teach students with dyslexia and other reading disabilities, and teaches both skills in a comprehensive and integrated manner so that reading and written language skills are being reinforced.

Providing a curriculum that is sequential. The Core Knowledge Sequence presents a grade-by-grade specification of topics that are built upon prior knowledge, or what students already know. It is a sequential building of skills and knowledge that is clearly defined. For example, a state standard might state the following as a unit objective: *United States: Understand connections among historical events, people, and symbols significant to United States history and cultures. Describe local events and their connections to national history.* It does not identify which events, which people, or which symbols. By contrast, the Core Knowledge Sequence specifies all the important components that address “What do our children need to know?” By utilizing a sequential method of delivering instruction, gaps will be less likely to occur, and there will more likely be a commonality and consistency in what students are learning from grade to grade. Again, within the traditional school systems, while classrooms may follow curriculum maps based upon the standards, there can easily be gaps between what teachers are teaching and in what order. In addition, there is a tendency to teach what will be tested on the Standard Based Assessments, which results in important topics being left out. What is being taught to students can be



unclear and confusing to parents. Core Knowledge supplies the specificity of what should be taught, and all teachers follow a horizontal and vertical alignment of these specific topics.

Teacher-Centered Instruction. A teacher-centered approach consists of structured, guided, and independent practices. Ideas and practices are introduced in an order carefully developed to avoid confusion and to facilitate generalization. All skills are taught so that nothing is “left to chance.” A teacher-driven approach is used to help students gain the basic reading, writing, and math skills they will need before proceeding to the more advanced curriculum. Students remain focused and are more able to stay on task. With a teacher-centered, knowledge-driven approach, we will expect to see results similar to those where direct instruction is used. A review of 37 studies of direct instruction reflected that direct-instruction students scored at the 81st percentile on end-of-unit exams (George Adams and Sigfried Engelman, 1996). In more recent studies done in urban schools that had high percentages of minority and low socioeconomic students, the percentage of students reading below grade level declined, while that of students reading above grade level increased. Similar results occurred in math. The largest gains, however, were with the limited-English proficient learners (Source: Psychology Applied to Teaching, Snowman/Biehler, 11th Edition, 2006).

Socratic Method/Seminar. Students will deepen their understandings, solidify their knowledge, and reflect on their learning experiences, thereby developing critical thinking skills. An example would be to give the students a primary source document to read and have them come together after reading the text to share their thoughts and opinions. Students need to be able to reflect and talk about their learning experiences so that the learning becomes more engaging and meaningful. Learning to communicate respectfully and effectively in school will have positive implications for their lives outside of school as they are being exposed to learning lifelong skills.

Learning Strategies. Strategies such as memory-directed tactics help produce accurate storage and retrieval of information. Examples include the use of mnemonic devices (HOMES or rhymes such as “30 days hath September...”) and comprehension-directed tactics that aid in the understanding of the meaning of ideas and their interrelationships (e.g., teaching students to formulate questions or how to take notes). All students can learn more effectively and become independent learners if they learn how to organize, store, and retrieve information.

Scaffolded Learning. The purpose of scaffolding instruction is to provide teacher support to students who are having difficulty learning a new concept/skill. An example is that a teacher may demonstrate or model a concept/skill to a student in addition to just giving verbal or visual instructions. Core Knowledge, Riggs (explicit phonics), and Singapore Math were selected because these programs are designed to build foundations of knowledge in the elementary years. Because children learn by building on what they already know, this curriculum will benefit students with varying learning abilities. Emphasizing foundational skills and rich content, teachers can not only effectively bring students with academic problems up to grade level but also strengthen the knowledge base and challenge the academic potential of every student at grade level.

English Language Learners (ELL) will benefit from Singapore Math’s clear and simple explanations of math concepts as well as the program’s detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards, and bar charts). Students cannot move on to the next level until they master the material. A strong math foundation early on ensures students will be successful later.

The time-tested, multisensory, brain-based approach that addresses virtually every student’s learning style is the Riggs method (The Writing & Spelling Road to Reading & Thinking). Riggs is appropriate for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs provides a strong foundation for students who exhibit academic progress and will be an effective



remedial program for students with academic challenges. Identifying students who need academic assistance is an ongoing process, and the objective at Seven Oaks Classical School will be to maintain the rigorous curriculum designed for each grade but modify methods and practices to ensure all students are achieving at grade level. ELL students will also benefit, because Riggs provides limited concepts at a given time and is practiced until students achieve mastery. We believe one of the best forms of remediation is through a solid phonics program.

See Attachment 8 for the core curriculum scope and sequence by subject, for each grade level proposed.

Pupil Performance Standards

1. Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

See Attachment 9 for the school's exit standards for graduating students for each division of the school.

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of each grade level. To earn credit in a course, a student must receive a grade of at least 70 percent and must successfully complete all assigned coursework. In addition, at certain grade levels, a student—with limited exceptions—will be required to pass the state-mandated assessment tests.

Promotion criteria will be explained to parents at the orientation meeting as well as in the student/parent handbook distributed to all families at the beginning of the school year. Academic achievement and promotion will be reported to parents via report cards, which will be disseminated every six weeks. The final report card of the academic year will notify parents that their students have been promoted to the next grade level.

High School Graduation Requirements

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

Not-applicable

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Not-applicable

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

Not-applicable

School Calendar and Schedule

1. Provide, in Attachment 10, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.

See Attachment 10 for the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes.



School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

Seven Oaks promotes a school culture that demands moral virtue, decorum, respect, discipline, and studiousness among the students and faculty. Parents are searching for a culture that is noble and rich. Because the broad social culture in our country is increasingly coarse, parents are intent on finding the right school, with an increasing eye for counter culture. Seven Oaks Classical School will resonate with these parents because the faculty will invite the students into their culture, into their habitual vision of human greatness, as expressed by all good things accomplished by the human spirit.

The study of virtues and the great heroes of the past and present will help students to desire that same sort of character. Teachers will model what it is to be a responsible and compassionate person who is eager to learn more about the riches of human culture and the natural world. School uniforms and an absence of personal electronic devices will enable students to focus on their studies. The visual culture of the school will reflect the beauty and wonder of what the students are learning.

The role of discipline at Seven Oaks Classical School will be to create an environment where teaching and learning take place productively. Respect will be given to teachers and individual students, as well as to all institutional and private property. All members of the community should be allowed to pursue learning without distraction. Discipline at Seven Oaks Classical School ought always to uphold the school's mission statement, and Seven Oaks understands that the good behavior of students in school promotes their education on campus. Students will be expected to adhere to the general rules of the school as well as those rules established by each teacher within his or her classroom.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

Both parents and students will attend an orientation meeting in which they will both hear a presentation about and receive a handbook outlining the goals and methods of classical education as implemented at Seven Oaks and the behavior expected of students toward their peers and teachers.

Once school begins, both the school uniform and the behavioral requirements will be strictly enforced. Discipline is more easily upheld than regained. Above all, misbehaving students will not be allowed to keep other students from learning.

Teachers will be trained in enforcing standards of dress and conduct. There will be consistent enforcement among all staff. Teachers will model the desired behavior, will dress respectfully, and will maintain formality with their colleagues in the presence of students.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

A first grade student at Seven Oaks Classical School might have the following schedule on a given day:

7:45-8:00am	Students arrive and prepare for the school day
8:00-8:20am	Students participate in a flag ceremony and recitation in their classroom.
8:20-8:50am	Language Arts: In small reading groups, the students take turns reading a book from the Little Bear series.
8:50-9:30am	Phonics: Students learn new digraphs, practice spelling words, and learn a new letter.
9:30-9:50am	Language Arts: Students enjoy listening to a read-aloud book such as <i>Make Way for Ducklings</i> .
9:50-10:10am	Students play outside or in the gym, as the weather dictates.



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10:10-11am	Mathematics: Students learn all of the number facts for subtracting from seven.
11-11:10am	Break
11:10-11:50am	Science: Students learn about the parts of plants and how plants grow.
11:50am-12:30pm	Lunch and recess.
12:30-1pm	Students hear an Aesop's Fable and participate in Socratic discussion.
1-1:10pm	Break and walk to specials.
1:10-1:50pm	Music: Students learn about the major categories of musical instruments (percussion, wind, stringed) that were represented in Ancient Egypt.*
1:50-2:30pm	Latin: Students learn first declension noun endings through song and games.*
2:30-2:50pm	Students play outside or in the gym, as the weather dictates.
2:50-3:30pm	History: Students learn about ancient Egypt and locate Egypt and the Nile River on a map.

*on alternating days students will participate in foreign language and physical education.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

The 6th grade teacher is responsible for all subjects except for specials such as art, music, some foreign language, and P.E. The specials periods serve as preparation periods for the classroom teacher. The following is a typical daily schedule along with a sample of what might be taught in each subject on a given day.

7:25-7:45am	Planning and Preparation	
7:45-8:00am	Students begin to arrive	
8:00-8:20am	Recitation (20 min.)	Reviewing the highlights from the past weeks' lessons.
8:20-9:10am	Writing/Grammar (50 min.)	Paraphrasing information from a source. Review of the four types of sentences.
9:10-10:00am	Specials (50 min.)	Planning period or professional development time with a master teacher.
10:00-10:50am	Math (50 min.)	Converting fractions into decimals.
10:50-11:20am	Latin (30 min.)	Grammar recitation and vocabulary quiz; 4 th conjugation present system verbs.
11:20-12:10pm	Specials (50 min.)	Planning period.
12:10-1:00pm	Lunch break and recess duty (50 min.)	
1:00-1:50pm	Literature (50 min.)	Reading and discussion of the Greek myth "Narcissus and Echo."
1:50-2:40pm	Science (50 min.)	Layered structure of the earth and the concept of plate tectonics.
2:40-3:20pm	History/Geography (40 min.)	Athens at the time of Socrates; important geographical features of Greece.
3:20-3:30pm	Prepare students for departure	
3:30-4:00pm	Teacher planning, faculty meetings, professional development opportunities	

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

At this time, Seven Oaks Classical School will not offer a summer school program.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.



For any and all extra- or co- curricular programs, Seven Oaks will choose these programs and activities through the lens of our mission. Clubs or groups that do not fit with the mission of the school will not be implemented. With this in mind, Seven Oaks Classical School is considering the possibility of a cross country, volleyball, or basketball team by the second year of operation. Obviously, facilities will play a large role in which sports we are able to offer in the early years of operation. According to the ISHAA by-laws:

Rule 12-4 Enrollment in an Innovative School

If a student is Enrolled in and attends, Full-time, an Innovative School, the student may have eligibility to participate in the athletic program at the Indiana Public School serving the student's residence, provided that:

- (1.) Prior to participation, the Public School serving the student's residence accepts the student in its athletic program;
- (2.) the student in conjunction with the Innovative School and the Public School serving the student's residence, provide proof to the IHSAA that the spirit of the eligibility rules will not be compromised; and
- (3.) The student adheres to all IHSAA standards for eligibility at the Innovative School, including, but not limited to, academic standards, behavioral expectations and attendance requirements. (<http://www.ihsaa.org/Portals/0/ihsaa/documents/about%20ihsaa/2014-15%20By%20Laws.pdf>, Page 44)

All extra-curricular activities will occur outside of the academic school day and during the corresponding sports season.

Seven Oaks Classical School may also have various clubs or organizations available to students based on student and staff interests. These may include, but not be limited to, robotics, rocket club, Boy Scouts, Girl Scouts, Chess Club, Math Olympiad Team, school science fair, school spelling bee, and so on. These programs will be funded through boosters, donations, and fundraising. Volunteers will head these extracurricular activities.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

Seven Oaks advocates the teaching of the classical virtues using traditional methods. Only through teaching and practicing the virtues of responsibility, respect, perseverance, cooperation, courage, honesty, integrity, and citizenship do we prepare our children for a life well lived. We agree with Aristotle's dictum that one becomes virtuous by practicing the virtues. To this end, teaching the Eight Pillars of Character will address student mental, emotional, and social development and health. Should the need arise outside of the character education, the headmaster and/or assistant headmaster will assist the parents or legal guardians in seeking appropriate services for troubled students.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Other student-focused activities may include Student Council. This council may help with any social or spirit activities, such as dances or student activities, including fundraising events to defray the costs of such events.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.



Seven Oaks is committed to providing high-quality instruction and appropriate supplemental services to students with Individualized Education Programs, students with Section 504 plans, English Language Learners, and students at risk of academic failure or dropping out. Accordingly, Seven Oaks will implement a comprehensive assessment to identify any students with these needs and serve them appropriately.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

Seven Oaks' commitment to students with special needs will accordingly be addressed by the implementation of a comprehensive assessment to identify any students with disabilities. For those identified for additional intervention, an Individualized Education Program (IEP) will be developed to oversee services. The IEP (34 CFR §300.320-300-324) will include the following:

- i. A statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
- ii. A statement of measurable annual goals, including benchmarks or short-term objectives;
- iii. A statement of the special education and related services and supplementary aids and services to be provided to the child;
- iv. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- v. A statement of any individual modifications in the administrations of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- vi. The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
- vii. A statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of the non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Seven Oaks will provide special-education and related services to any child with a disability in accordance with the child's IEP and will make a good-faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not succeeding. In addition, Extended School Year services (ESY) (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as necessary in order to provide Free Appropriate Public Education (FAPE) as determined by a child's IEP.

a. How the school will identify students with special education needs.

In accordance with 34 CFR §300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services will be a component of Seven Oaks' overall general education Response to Intervention (RTI) system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel will document the provision of interventions and refer the student for a full and individual initial evaluation.

Seven Oaks will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address whether the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.



Based on the requirements of 34 CFR §300.232, Seven Oaks will have an IEP in effect for each identified student with a disability. Seven Oaks will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP will be implemented as soon as possible following the IEP committee meeting.

For a student who is new to Seven Oaks, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

Seven Oaks will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34 CFR §300.114-330.116). In providing programs, services, and activities for students with disabilities, Seven Oaks shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Seven Oaks will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR §300.115). This includes a variety of placements and will make provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, Seven Oaks will ensure that each child with a disability participates with non-disabled students in non-academic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR §300.320.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:

- whether a child's behavior impedes his or her learning or the learning of others,
- whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and



- what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

d. *If applicable, the school's plan for promoting graduation for students with special education needs.*

Not-applicable

e. *How the school will provide qualified staffing for students with special education needs.*

All special education personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Seven Oaks will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted with depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students at Seven Oaks with tailor-made support services to meet each individual need.

3. *Explain how the school will meet the needs of English Language Learner (ELL) students, including:*

a. *How the school will identify ELL students.*

The School will administer a home language survey to identify the first/native language(s) of all students enrolled in the school. This home language survey will be administered to ALL students enrolled in the school, and the survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the school. Documentation of a student's native language will be recorded in the permanent record. Seven Oaks will implement an identification procedure to survey all students in the school with the following three questions:

- What is the native language of the student?
- What language(s) is (are) spoken most often by the student?
- What language(s) is (are) spoken by the student in the home?

b. *The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.*

Seven Oaks will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the school's educational programs. Such instruction will take place during the regular school day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4.

After a determination of needs based on the student population, one or more of the following approaches to instruction may be used:

- Transitional Bilingual Education (TBE):** TBE is an instructional program in which subjects are taught through two languages—English and the native language of the English language learners—and English is taught as a second language. English language skills, grade promotion, and graduation requirements will be emphasized, and the student's native language will be used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and in the duration of the program. TBE



programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

- ii. English as a Second Language (ESL): ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component.
- iii. Pull-Out ESL: A program in which LEP students are “pulled out” of the regular, mainstream classrooms for special instruction in English as a second language.
- iv. Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English will be used as the medium of instruction.
- v. English for Speakers of Other Languages (ESOL): English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, “teaching English to speakers of other languages” (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.
- vi. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
- vii. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

As required by the “No Child Left Behind Act,” Seven Oaks will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient (FEP, see level 5) or Limited-English Proficient (LEP, see levels 1-4). Each spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty calendar days of enrollment at the beginning of the school year or within two weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

- i. **Beginner (Level 1)**: Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.
- ii. **Early Intermediate (Level 2)**: Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.



- iii. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
- iv. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of convention are still evident.
- v. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the LAS Links English proficiency assessment.

Seven Oaks will have specific criteria established to ensure appropriate placement and subsequent delivery of services to exceptional language-minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should be made only after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students will not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language-minority student to ensure meaningful participation in the educational program.

Seven Oaks will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative LAS Links English proficiency assessment. Services for Level 4 students may be modified based on the students' needs.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following Spring, upon the attainment of the second Overall/Composite score of Level 5 on LAS Links, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students will no longer participate in LAS Links.

Seven Oaks will provide evidence that communication between the school and the home, whether about language-minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

Seven Oaks maintain records that indicate the following:

- i. The native language of the student,
- ii. The English language proficiency level of the student,
- iii. The type and frequency of English language development services offered,
- iv. The instructional and assessment adaptations made based on level of English proficiency, and
- v. Other intervention strategies employed.



The method of maintaining this information for each language-minority student is the Individual Learning Plan (ILP). ILPs are developed for each student and updated annually based on their Overall/Composite of English proficiency on LAS Links. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

d. How the school will provide qualified staffing for ELL students.

All English Language Learners (ELL) personnel will be certified, endorsed, or licensed in the area of assignment. Additional ELL personnel will either be employed or contracted with depending on the students' needs at the school. Seven Oaks will participate in training programs designed to help the development and implementation of these guidelines offered; these will be facilitated by the Office of English Language Learning & Migrant Education, including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university-level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages (INTESOL) and the national Teachers of English to Speakers of Other Languages (TESOL) and National Association of Bilingual Education (NABE) conferences.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

Seven Oaks believes that there will be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress as part of the Response to Intervention (RTI) process:

- a. Team Meetings:** A collaborative team composed of educators and administration will be established to address the following tasks:
 - i. Identify and map objectives.
 - ii. Create schedules for learning.
 - iii. Develop formative assessments.
 - iv. Establish criteria for success.
 - v. Assess student progress.
 - vi. Assign interventions.
- b. Formative Assessments:** Seven Oaks will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not making adequate growth.
- c. Intervention Strategies:** Under RTI, students identified as needing additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Intervention strategies will include, but not be limited to:
 - i. Student Centered: Two co-curricular activities, peer tutoring, student council monitoring, privilege system
 - ii. Faculty Centered: Faculty advisors, team attendance meetings, guided study, tutoring
 - iii. Parent Centered: Parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

- a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.***



SEVEN OAKS

Classical School

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Seven Oaks will provide students with a rigorous classical education in the liberal arts and sciences. For those students who are academically advanced, additional opportunities will be provided to enhance their education, e.g., additional electives. Seven Oaks understands that students can be gifted in one area or another and not necessarily tied to their cognitive scores.

b. How the school will provide qualified staffing for intellectually gifted students.

All special education personnel will be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Any student with an IEP shall have his or her program reviewed annually or more frequently should the student not be making adequate progress towards his or her goals stated within the IEP.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.

As Seven Oaks has been introduced to the Bloomington community, the school has launched a professional, systematic, research-based, and dynamic public awareness campaign. A blend of marketing, advertising, public relations, and community engagement has been implemented to generate awareness of, and interest in, the school. Empirical evidence from Hillsdale College-affiliated schools shows that this method of recruitment has proven successful in reaching above and beyond the targeted enrollment. See below for enrollment numbers and wait list data:

	Founders Classical Academy (Lewisville, TX)	Estancia Valley Classical Academy (Moriarty, NM)	Savannah Classical Academy (Savannah, GA)	Northwest Arkansas Classical Academy (Bentonville, AR)	Atlanta Classical Academy (Atlanta, GA)	Mason Classical Academy (Naples, FL)	Founders Classical Academy (Leander, TX)	Founders Academy of Las Vegas (Las Vegas, NV)
TOTAL ENROLLED	809	395	377	522	486	413	457	440
TOTAL WAITING		0	121		1163	167	668	13
K		0	29		205	72	148	0
1		0	23		165	21	85	13
2		0	4		161	11	105	0
3		0	0		173	29	94	0
4		0	16		154	7	92	0
5		0	0		148	25	76	0
6		0	49		96	2	57	0
7		0	0		33		0	0
8		0			28		11	0



9		0					0	0
10		0					0	0
11		0						
12		0						

The responsibilities for this process are split between the school’s marketing committee and school leadership integrated into the community.

The public awareness campaign involves the use of a variety of high-quality, well-designed publicity materials. These resources include, but are not limited to:

- a. Brochures, Flyers, Postcards
- b. Website (www.SevenOaksClassical.org)
- c. Newspaper advertisements
- d. Press releases
- e. Social media presence and advertisements
- f. Conference display

2. Provide, as Attachment 11, the school’s Enrollment Policy

Please see Attachment 11 for Seven Oaks’ enrollment policy.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

Seven Oaks Classical School is committed to and will be required to enhance learning for *all* students. Seven Oaks students will be expected to be well behaved at all times and to respect themselves, others, and property. Our philosophy regarding discipline is that discipline policies and procedures should provide guidance and direction toward acceptable behavior in order to develop a child’s own sense of self-discipline.

The goals of discipline at Seven Oaks are:

- a. To maintain a highly effective learning environment where students focus on gaining knowledge with as little distraction as possible.
- b. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education and lessons.
- c. To reinforce Seven Oaks’ commitment to treating all students with fairness, respect, and equality.

2. Provide as Attachment 12 the school’s discipline policy.

See Attachment 12 for the school’s discipline policy.

PARENTS & COMMUNITY

1. What other school options exist in the targeted location for your proposed school? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration.

During the 2013-2014 school year, 10,953 students were enrolled in the Monroe County Community School Corporation. During the 2013-2014 school year, 2,823 students were enrolled in the Richland-Bean Blossom Community School Corporation. In addition to MCCSC and RBBCSC, there are a number of private secular and nonsecular schools. The following table breaks down the enrollment by grade for each school.



SEVEN OAKS

Classical School

The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

SCHOOL NAME & TYPE	ENROLLMENT BY GRADE	2014 A-F GRADE
PUBLIC SCHOOLS		
Arlington Heights Elementary School (6181)	K: 55; 1:39; 2: 35; 3:42; 4:56; 5:38; 6:41 Total: 306	B
Binford Elementary School (6173)	3:139; 4:108; 5: 133; 6:117 Total: 513	A
Childs Elementary School (6187)	K:63; 1:66; 2:70; 3:58; 4:67; 5:81; 6:66 Total: 485	A
Clear Creek Elementary School (6189)	K:42; 1:51; 2:54; 3:52; 4:58; 5:64; 6:70 Total: 415	C
Fairview Elementary School (6197)	K:70; 1:63; 2:50; 3:58; 4:42; 5:31; 6:51 Total: 385	F
Grandview Elementary School (6157)	K:68; 1:64; 2:62; 3:51; 4:52; 5:62; 6:70 Total: 438	C
Highland Park Elementary School (6162)	K:50; 1:45; 2:64; 3:38; 4:46; 5:43; 6:46 Total: 344	F
Lakeview Elementary School (6134)	K:65; 1:69; 2:73; 3:76; 4:67; 5:70; 6:67 Total: 503	C
Marlin Elementary School (6213)	K:29; 1:33; 2:38; 3:28; 4:40; 5:37; 6:36 Total: 241	A
Rogers Elementary School (6217)	K:106; 1:120; 2:127 Total: 353	A
Summit Elementary School (6164)	K:81; 1:80; 2:84; 3:70; 4:76; 5:70; 6:68 Total: 548	B
Templeton Elementary School (6223)	K:76; 1:75; 2:67; 3:69; 4:53; 5:44; 6:63 Total: 491	A
Unionville Elementary School (6123)	K:29; 1:35; 2:34; 3:32; 4:30; 5:39; 6:25 Total: 224	A
University Elementary School (6226)	K:71; 1:82; 2:70; 3:52; 4:71; 5:79; 6:72 Total: 532	A
Lola L. Batchelor Middle School (6172)	7:286; 8:249 Total: 535	A



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Jackson Creek Middle School (6223)	7:280; 8:272 Total: 552	B
Tri-North Middle School (6170)	7:272; 8:292 Total: 569	A
Bloomington Graduation School	9:13; 10:18; 11:20; 12:21 Total: 73	No Letter Grade Available
Bloomington High School North (6168)	9:418; 10:378; 11:375; 12:363; 12+:3 Total: 1537	A
Bloomington High School South (6166)	9:445; 10:431; 11:426; 12:421; 12+:7 Total: 1730	A
The Academy of Science and Entrepreneurship-A New Technology High School (6202)	9:16; 10:26; 11:31; 12:37 Total: 110	B
Edgewood High School	9:211; 10:186; 11:191; 12:167; 12+:4 Total: 759	A
Edgewood Junior High School	6:209; 7:215; 8:216 Total: 640	C
Edgewood Intermediate School	3:194; 4:201; 5:154 Total: 549	A
Edgewood Primary School	K:200; 1:181; 2:182 Total: 563	A
Stinesville Elementary School	K:33; 1:26; 2:36; 3:37; 4:33; 5:28 Total: 193	A
PRIVATE SCHOOLS		
Adventist Christian Elementary Academy	K:1; 1:3; 5:2; 6:2; 7:1; 8:2 Total: 11	No Letter Grade Available
Bloomington Montessori School	No Enrollment Data Available through IDOE	No Letter Grade Available
Clear Creek Christian School	K:12; 1:16; 2:12; 3:16; 4:13; 5:9; 6:8 Total: 86	A
Grace Baptist Academy	No Enrollment Data Available through IDOE	No Letter Grade Available
Harmony School	No Enrollment Data Available through IDOE	No Letter Grade Available
Lighthouse Christian Academy (C927)	K:18; 1:17; 2:18; 3:19; 4:18; 5:20; 6:22; 7:17; 8:13; 9:14; 10:14; 11:7; 12:11 Total: 208	B
Pinnacle School (Special Program Emphasis) (C899)	K:3; 1:4; 2:5; 3:17; 4:13; 5:8; 6:13; 7:13; 8:9; 9:9; 10:6; 11:3; 12:3	No Letter Grade Available



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	Total: 106	
St. Charles Catholic School	K:47; 1:45; 2:40; 3:39; 4:30; 5:44; 6:41; 7:38; 8:38 Total: 399	A
The Prep School Academy (C918)	K:28; 1:37; 2:19; 3:15; 4:11; 5:9; 6:1 Total: 120	A
Wings of Love Academy (C910)	No Enrollment Data Available through IDOE	No Letter Grade Available
CHARTER SCHOOLS		
The Bloomington Project School (6215)	K:23; 1:32; 2:33; 3:35; 4:31; 5:23; 6:28; 7:32; 8:30 Total: 267	A

2. What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections?

Seven Oaks Classical School will bring classical education to Monroe County, where it does not currently exist as a public or private option. Parents and students will thereby be given an exceptional proven alternative. Seven Oaks Classical School will ground education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle school. These include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute’s *The Writing & Spelling Road to Reading & Thinking* — a multisensory, brain-based approach for teaching “explicit” phonics, reading, and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving. Seven Oaks’ curriculum and supplemental programs were selected specifically to meet the needs of all students within Monroe County, and we expect a population of students from diverse backgrounds and learning abilities. Our curriculum and supplemental programs are time-tested and research-based, and they have been successfully implemented for students from academically, socially, and economically varied backgrounds.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Parental involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into members of a skilled workforce and responsible citizens. To this end, Seven Oaks will expect parents to support the mission and vision of the school. Seven Oaks anticipates that parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home, teach them effective study skills, and limit the time the children participate in activities such as watching television or playing video games.

To make sure parents have the opportunity to be fully involved in their children’s lives, teachers will communicate with parents on a regular basis. Seven Oaks believes that family is an integral part of each student’s life. Thus, parents will be informed of behavioral, social, and/or academic problems of their child.



While parental involvement in the school is important, Seven Oaks is aware that, in order to gain their full support, parents need to be pleased with the education provided. We will determine parent satisfaction through several measures. First, parents will have the opportunity to communicate with staff members, including teachers and the assistant headmaster, on a regular basis. Parents will be involved in conversations regarding disciplinary actions for their children and will be encouraged to provide appropriate guidance at home. Parents will also be encouraged to visit the school to observe classroom activities. Second, parents will be encouraged to participate on a council with teachers and staff members. The purpose of this is to bring the home and school into a closer relationship so that parents and teachers may collaborate in the education of their children. Finally, parents will have the opportunity to participate in an annual Parent Satisfaction Survey created by the Seven Oaks' administration and staff and approved by the governing board. Seven Oaks will track the results of these surveys and utilize the responses to continuously improve education for students.

Additionally, all parents of Seven Oaks Classical School students are members of what will be referred to as the "Parents Association." This group will exist to promote friendly relationships among parents, to acquaint them with the spirit of Seven Oaks Classical School, to obtain their cooperation with its objectives for the development of their children, and to initiate the parents' involvement in, and support for, projects and functions that aid Seven Oaks academically, socially, and financially.

The mission of the Seven Oaks Parents Association will be:

- To help Seven Oaks communicate with parents.
- To help the parents understand the fundamental premises upon which Seven Oaks is based.
- To help schedule, promote, and host student and parent activities.
- To welcome new parents into the association and to instill in the new parents the need for their continued involvement and support of Seven Oaks.
- To encourage pride and respect in the children of Seven Oaks.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

Seven Oaks Classical School has a website (www.SevenOaksClassical.org), and Facebook page (www.facebook.comSevenOaksClassicalSchool).

It is the aim of Seven Oaks to grow into a reputable educational institution that will work with the community to ensure the development of the academic potential and personal character of each of its students, regardless of background, socio-economic status, and ability. Seven Oaks will also strive to graduate students fully prepared to become intelligent and responsible members of their community.

5. Provide, as Attachment 13, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners.

See Attachment 13 for evidence of demand from the community, evidence of community engagement, and evidence of support from community partners.

PERFORMANCE MANAGEMENT

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term?



Student academic performance is the number one priority of Seven Oaks Classical School. Student performance expectations will be aligned with the mission and the educational plan.

Educational goals and objectives:

- At the completion of Year 3, 90% of students in the 3rd grade will demonstrate proficient or advanced scores on the IREAD and ISTEP.
- At the completion of Year 4, 90% of students in grade 8 will pass the End of Course Assessments in Algebra.
- At the completion of Year 5, 95% of students in the 3rd grade will demonstrate proficient or advanced scores on the IREAD and ISTEP.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

Formative and summary assessments are used to monitor progress. Formative assessments, sometimes administered prior to content delivery, will establish a baseline of knowledge that students already possess and will inform educators of content needs that students have in subjects and disciplines. Summative assessments, such as the state-mandated end-of course assessment for algebra, will provide a summary profile of learned content. If students have not progressed or grown to meet benchmarks, it is vital that educators know this so that they can provide additional instruction to ensure that the material is retained and understood.

Interim assessments will be used to monitor student progress. They will include:

- Acuity, which is administered three times per year
- DRA (Diagnostic Reading Assessments) for students grades K-2
- Teacher-developed pre- and post-assessments
- Teacher-developed rubrics
- The Core Knowledge Sequence Assessments
- The Riggs Assessments
- Singapore Math Assessments

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

As an ongoing practice, data from both summative and formative assessments (formal and informal) will be collected and analyzed weekly to determine if students are making the expected progress. The data collected will be used to determine appropriate placement in skill groups for math in addition to evaluating student strengths, challenges, and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis not only for each student but for all students. Statistical methods will be used, when applicable, to streamline the data-collection and analysis processes. Seven Oaks will use the results of the data to drive instruction. Adjustments will be made to the curriculum, instructional delivery, and any other areas necessary to improve student achievement.

In addition, Seven Oaks will establish a school leadership committee that will consist of the headmaster and/or assistant headmaster, three teachers from the grammar school, and two teachers from the middle school. This committee will generate an annual report to document school data and supplemental information that helps to provide a comprehensive picture of Seven Oaks' overall school performance. The School Leadership Committee will identify goals, strategies, and action steps to address student achievement.



Seven Oaks believes in the importance of assessments but understands student learning and how teachers instruct is central, rather than merely focusing on raising test scores and school grades. Assessment should not always happen at the end of a lesson or unit but rather in the middle. This ensures teachers have an opportunity to evaluate and inform instruction. Students also play a role in assessment as they assess themselves through reflection on their own individual work and how they can improve and build on prior knowledge.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Seven Oaks Classical School will research and choose the most appropriate information system to manage student performance data. The administration team of Seven Oaks, the School Leadership Committee, and the Education Committee will receive both annual data analysis training and consistent performance data analysis review through both an annual performance data analysis update and regional training sessions. Individual student and group data will be produced, updated, and analyzed at the school by the teachers and reported to the headmaster. The School Leadership Committee and the Education Committee will review school data and assist with interventions to improve student learning.

Quarterly Report Cards: Teachers will be responsible for keeping data on each student in their class in a threefold way. Instead of giving a single letter grade, the teacher will analyze students' academic achievements through three kinds of data: level of achievement, quality of work, and progress toward academic standards. Achievement levels refer to achievement toward exit-level standards of performance sophistication (basic, proficient, and advanced can be used). Work quality refers to the caliber of the products produced at any level. Progress refers to absolute gains toward exit standards (not to be confused with growth, which is measured as change in the individual). These reports will be used during parent-teacher-student conferences held no less often than twice per school year.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Training and support will come from the software vendor Seven Oaks chooses. Teachers and administration will receive additional training from such groups as Indiana Charters and the Indiana Department of Education. Further training will occur through curriculum seminars from Hillsdale College and professional development analysts to interpret and use performance data to improve student learning.

If a student illustrates significant deficiencies because of a weak education background or some other reason, the classroom teacher(s) will, in conjunction with the support staff, work on remediation strategies, which may include some pull-out tutoring and some modification of assignments. The purpose is to bring the student up to grade level. In the case of 7-8 students, remedial classes or extra tutoring may be assigned in place of electives. Parents will be informed about the strategies in place. Supplemental instruction will be provided through Riggs material and is in line with Response to Intervention.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Seven Oaks Classical School will strive to meet all requirements related to student academic achievement expectations or goals established by the Indiana Charter School Board and the Indiana Department of Education. The administration team of Seven Oaks will conduct an ongoing review of all campus-related activities, including a stringent review to ensure expectations are being met in areas related to academics.



If an academic issue must be resolved, the administration team will make the corrective action necessary to address it quickly and accurately.

SECTION III: IMPLEMENTATION PLAN

School Staffing Structure

1. Provide, as Attachment 14, an organizational chart for the proposed school at Year 1 and at Full Capacity.

See Attachment 14 for the organizational chart for Seven Oaks Classical School at Year 1 and Full Capacity.

School Leadership & Staff Hiring, Management and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

Seven Oaks will require all teachers to meet or exceed the expectations for certification as required by Indiana Code 20-24-6, Section 5, Qualifications for full-time teachers; part-time teachers; other providers of service. That section of the law states that at least 90% of the individuals who teach full time in a charter school must either:

- (1) hold a license to teach in a public school in Indiana under IC 20-28-5; or
- (2) be in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by IC 20-28-4-2. The school will comply with all teacher/paraprofessional certification requirements of the Federal No Child Left Behind Act. Lower school teachers will be competent in all of their subjects. All middle school teachers will be masters of their fields.

Seven Oaks Classical School will follow all federal and state employment laws. Seven Oaks will conduct the necessary expanded criminal history checks (definition found at IC 20-26-2-1.5) according to Indiana Code 20-26-5-10, which requires all school corporations, charter schools, and accredited nonpublic schools to adopt and administer a policy for all applicants of both noncertified or certificated employment to obtain an expanded criminal history check as of July 1, 2009. All potential employees will need to submit and pass both the criminal background check and results of fingerprinting in order to be considered for employment at Seven Oaks.

The headmaster of Seven Oaks, in consultation with the governing board, which is responsible for setting the salary schedule and approving the annual budget for staffing needs, will recruit and interview qualified applicants, and will hire all teachers and other employees for the school. As a classical school, Seven Oaks will preferentially hire teachers who are familiar with and support the classical model of education. Seven Oaks will be aided in recruiting by Hillsdale College, which hosts an annual job fair for classical schools. In addition, Seven Oaks will recruit graduates from other classical and liberal arts colleges around the country (e.g., Thomas Aquinas College, University of Dallas, and St. John's College). Recruiting will begin as soon as the headmaster is employed in early 2016, with hiring of teachers to start in April 2016.

2. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to



excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

Among other vital roles, the headmaster will manage Seven Oaks as well as its overall instructional leadership for the charter school. He/she will have complete responsibility for all personnel matters, including the authority to hire (including teachers, support staff, administrators), assign, promote, discipline, and terminate school employees who do not adhere to Indiana law and Seven Oaks' policy. In addition, he/she will ensure that each student will be able to access excellent teaching by keeping up to date on all current curricular and educational thoughts, trends, and practices. He/she will make professional development opportunities available to the school staff and conduct systematic performance evaluation of school personnel. The teachers and staff will be held to a high level of accountability and the headmaster will be in charge of making certain that occurs.

All school personnel will report to the headmaster and have regularly scheduled meetings with him/her. The headmaster will ensure that teacher inputs are regularly communicated to the governing board. The headmaster and the governing board will determine how to best address teacher input regarding school governance. In addition, the assistant headmaster will work with the headmaster in all areas of school management, curriculum development, and student services. He/she will work as the instructional leader of Seven Oaks as well as monitoring school activities (including developing programs to encourage committee participation, student organizations, community support, and extracurricular clubs that students may start that support or are related to academic achievement).

The teachers will be competent or masters in their subjects. Because of their strong knowledge and expertise, teachers will be best equipped to help students to develop their own knowledge and skills to allow them continuous growth and development. Teachers will provide an enriching environment where students will learn in a variety of ways; they will establish rapport with students and their parents. Individualized attention and a variety of learning styles will be highlighted, thereby ensuring that every student, no matter his or her background or style of learning, will have access to an excellent education.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The school headmaster will be evaluated by the school board on at least an annual basis. While the headmaster will formally evaluate the teachers once per semester, informal evaluations will occur via frequent “drop in” visits throughout the year. The governing board will perform ongoing assessments of the school and its programs and operations. The governing board will also routinely assess its own performance. Governing board members will participate in and develop short- and long-range plans for the school. They will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals. Seven Oaks will comply within the parameters of rule and law for said evaluations.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

All faculty and staff will be evaluated at least yearly. These evaluations will be based on formal observations, informal observations, and measures of student growth and development. An evaluation program, such as RISE or TAP, will be determined by the headmaster and subject to board approval. Identified performance gaps will be addressed through improvement options that include but are not limited to professional development, mentor/peer assistance, teacher action, and/or administrative action. Improvement goals will be identified and a timeframe will be determined to achieve set goals. The headmaster may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The headmaster will use board support throughout the process if deemed necessary.



If the employee fails to meet the necessary improvement goals within the agreed upon time-line, employment renewal or non-renewal recommendations will be submitted to the board.

The headmaster will receive an annual performance review with criteria including commitment to mission, objectives, and goals; school and program development; organization, planning, and preparation; instructional practices and student achievement; communication, accessibility, professionalism, and collegiality; sound business practices and a safe and orderly school environment; secure maintenance of school records; and community outreach. Unsatisfactory leadership performance will bring a Corrective Action Plan by the board. The board will outline a plan of action to help the headmaster reach desired goals. The board will consult with the headmaster regularly to monitor progress of goals. If the headmaster fails to meet the necessary improvement goals within the agreed upon time-line, the board will consider termination.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

The Seven Oaks Governing Board will develop an employee handbook that will include all human resources policies and other information needed for its staff. The handbook will contain policies and procedures regarding employment, employment status and records, employee benefit programs, timekeeping/payroll, work conditions and hours, leaves of absence, and employee conduct and disciplinary action. At the end of each school year, the headmaster and the Seven Oaks board will review and revise the staff handbook as appropriate. Evaluation outcomes will be tied to compensation increases. Currently, Seven Oaks has budgeted average salary increases of 2% per year based on these evaluations. Since compensation is based on the results of these evaluations, some teachers may see a more significant increase in their salaries. The performance evaluation rubric and corresponding compensation rubric will be further developed by the headmaster and governing board. Seven Oaks has an additional 20% on top of existing salaries budgeted for benefits.

Professional Development

1. Describe how school leaders will be supported and developed throughout the year.

For a school like Seven Oaks Classical School, professional development for all staff members focusing on fulfilling the school's curriculum and instructional goals is mission critical. It is vitally important to students' academic performance that the staff be optimally effective in teaching in a classical school environment while addressing the Indiana Academic Standards in their daily instructional practice. Essential skills and knowledge training, along with professional development, of Seven Oaks Classical School staff will address the following as a baseline:

- Pedagogy, strategies, and best practices for teaching in a classical school environment
- A working knowledge of the Seven Oaks curriculum and enhancements as well as state and district graduation requirements
- How to utilize and navigate the tools of the education management system chosen
- How to develop Personalized Learning Plans
- Forms of assessment and how to utilize results to guide instruction
- Knowledge of school processes and policies
- Collaborating on continuous improvement of curriculum
- How to foster a classical school community

Professional development activities will be provided before school begins and throughout the year. Seven Oaks Classical School teachers will participate in the following professional development activities designed to enhance their understanding of the curriculum and accountability measures:



- **Initial Teacher Orientation:** All teachers will attend teacher-training developed specifically for Seven Oaks Classical School. This training is to prepare teachers for the first few weeks of school, will cover “the basics,” including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential educational management system tools. Upon successful completion of this training, teachers will be ready to begin instruction.
- **Seven Oaks Classical School Teacher Handbook:** The teacher handbook will contain policies, procedures, and “how to” components that will aid the teachers on a day-to-day basis.
- **Face-to-Face Training with Hillsdale College:** Before school begins each year, Seven Oaks Classical School staff will engage in up to two weeks of face-to-face training and orientation. Programming will be provided by Hillsdale College as well as local resources whenever possible.
- **Supplemental Teacher Training Course Segments:** Once the school is up and running, the education committee will work with Seven Oaks Classical School to present teachers with ongoing training appropriate to the needs of a classical school. These trainings sessions could include, but would certainly not be limited to, instructional strategies to help struggling learners, new assessments and curriculum elements, and processes that teachers need to implement once the school is successfully under way. There will also be a differentiated course designed specifically for returning staff members that would target new concepts and would serve as a refresher on basic skills.
- **Seven Oaks Classical School Professional Development Sessions:** With support from Hillsdale College, Seven Oaks Classical School will provide teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise will conduct live sessions on a rotating basis throughout the school year. Teachers would be required to attend these sessions throughout the year on designated professional development days. Topics might include the following: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a classical school environment, utilizing the state standards to guide instruction, educational technology, and using data to guide instruction. These sessions would result in professional development certificates needed for certification upkeep.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Teachers will participate in professional development before the school year begins and in accordance with the school calendar. The professional development will consist of the following curriculum and instructional methods:

Foundations of Classical Education. Examine the ideas of what an education is; what are the branches of knowledge and instruction; how these relate to the mission of the school; historical usage of these ideas in antiquity, the Western Tradition, and the American founding period; and how it differs from other educational philosophies.

Core Knowledge. Present an overview of the structure and design of the Core Knowledge Scope and Sequence; the underlying ideas leading to the design; how to plan for lesson delivery through the construction of curriculum maps and syllabi; considerations in lesson design based upon the structure of the CK sequence.



Academic Policies. Present the philosophy accompanying the design of the following academy policy areas: homework, grading, promotion, retention, cheating/plagiarism.

Mathematics. Present the design principles for mathematics curriculum scope and sequence; examine the overall comprehension objectives for the K-3 grade band and the 4-6 grade band; demonstrate the strengths of the curriculum elements (Saxon and Singapore) as they support the comprehension objectives; explain and demonstrate the Model Method to support instruction in Singapore Math.

Literature and composition. Present the principles of good writing and the practices for use by the teacher to develop writing abilities of the students; examine the purpose of reading literature and the approach to its teaching that supports the purpose.

Grammar. Outline the developmental continuum of grammar comprehension and usage; present methods of instruction leading to mastery by the student.

Science. Examine the nature of the body of scientific knowledge and how it relates to approaches to science instruction; present a set of purposes for the study of science; demonstrate the philosophical consistency between learning in science and learning in other disciplines in the school.

Phonics/Spelling/Handwriting. Present the concepts of phonics instruction as they relate to the acquisition of the skill of reading; demonstrate and practice the methods of phonics, spelling, and handwriting instruction which will lead to teacher proficiency in the curriculum delivery.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

In addition to the eight days of training at the beginning of the school year and ongoing professional development throughout the school year, each Seven Oaks Classical School teacher will have daily opportunities for classroom and course planning. The headmaster will determine when the regularly scheduled faculty meeting will take place. This faculty meeting will address needs related to professional development, technology and general school needs planning.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

Seven Oaks Classical School teachers will be surveyed regularly regarding their satisfaction with professional development experiences to help guide continuous improvement in this area. In addition, specific teacher accountability metrics will help school administrators quantify the impact of professional development activities and areas in need of additional work. The education committee will conduct ongoing evaluations of professional development activities to ensure that all areas of curriculum and instruction and school support areas are being met through appropriate professional development opportunities that are in line with classical school needs.

Start –Up & Operations

1. Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan for the period leading up to the school's first day of student attendance.

See Attachment 15 for a detailed start-up plan.

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17).

See Attachment 17 for the complete Start-Up Budget and Staffing Workbook.

3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to



meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).

Seven Oaks Classical School anticipates that parents and legal guardians of enrolled students will provide transportation for their own children or make carpool arrangements with other parents of children at the school. Seven Oaks will assist parents in making carpool arrangements should this be necessary. If funds should become available through changes in the charter school legislation, the board will consider allocating additional funds to expand and provide transportation options. The school will also work with before- and after-school care providers to ensure that transportation to and from school is a smoothly coordinated process. Should Seven Oaks be located in Ellettsville, it is planned that after-school options will be available to parents through the Boys and Girls Club, which is located in the same school building as Seven Oaks. In this case, school faculty and staff will be available to escort students to the check-in room. For other after-school care programs, transportation will be the responsibility of the parents and legal guardians. Special accommodations will be made where required to remain in compliance with state and federal law. Transportation for field trips and athletic events will be provided by contractors as needed through the funding currently allocated to these activities. Once an active athletics program is established, the school will seek to purchase a bus through fundraising and grant writing activities.

4. Safety and Security. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Seven Oaks Classical School places the highest priority on the safety and security of the school's students, faculty, staff, and property. The school will be equipped with restricted access doors throughout the building. All faculty and staff will be properly trained on security policies and procedures, warning signals, and the school's emergency plan. All school visitors will be required to sign in at the front office and wear an identification badge during their time at the school.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).
This does not apply to Seven Oaks Classical School.

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents.
See Attachment 16 for Insurance Coverage.

Facility Plan

1. If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC §§ 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

Not-applicable



2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Seven Oaks Classical School has identified the former Ellettsville Elementary School, now known as Eagles Landing, as the desired location for development of our K-8 programming. The street address for this site is 200 East Association Street, Ellettsville, Indiana. Located along State Road 46, 6.7 miles to the west of State Road 37, Bloomington's main north-south artery, the site offers easy access to residents of Monroe County and points beyond. The building, once the largest elementary school in the state of Indiana, was built in stages with the historic gymnasium dating to the 1930s, the lower two-story section (north building) dating to the 1950s, and the upper two-story section (south building), located above the north building due to topography, in the 1970s. The building is located within the Richland-Bean Blossom School Corporation, with close proximity to the Monroe County School Corporation. Classrooms are spacious, with typically 900 square feet of space, with the overall building measuring 90,000 square feet.

Seven Oaks has been approached by the owner of the facility and asked to make an offer on the property. Given the timeline of school opening, the board of directors has opted to delay this action until receiving a charter from the Indiana Charter School Board. It is worth noting that the Boy's and Girl's Club after-school program is a current tenant of the property and it would be in the interest of Seven Oaks for them to continue providing after-school programs. Additional discussions have been conducted with Girls Inc., an organization dedicated to advancing the progress of female students in esteem, development, and college readiness, regarding the expansion into this location. Seven Oaks believes that the Boy's and Girl's Club and Girls Inc. will provide valuable after-school and supportive services for our student population.

The highest and best reuse of a building is always a return to its original use. The former Ellettsville Elementary School is by far the best option for the immediate introduction and success of our new charter school. Seven Oaks will offer two K-6 classes with expansion of one grade each on successive years utilizing the upper floor and upper hallway connector of the north building, the entire south building, and the historic gymnasium. The hallway connector (at grade due to topography of the sites) offers K-1 classrooms with access to outdoor play areas to both the west and the east of the classrooms. Classrooms for 27 students would be located on the first floor of the south building, with 6th grade and special programming space on the second floor. The existing kitchen and cafeteria space, also located in the south building, would be restored for those purposes. Finally, offices would be located alongside the K-1 classrooms on the first-floor hallway connector. Grades 7-8, along with library services, would be located in the upper connector hallway.

Seven Oaks has retained the services of Odle McGuire and Shook (OMS), architects and engineers in Indianapolis, to assist in the development of plans and designs for the repurposing of space within the former elementary school or, if need be, other options. OMS has extensive experience in the K-12 design market with hundreds of schools included in its portfolio. The company is well versed in negotiating and presenting for approval plans for zoning, permitting, and reuse of properties.



Finally, Seven Oaks has thoroughly evaluated multiple location options and offer one site as a possible alternative if negotiations for the former Ellettsville Elementary School should prove unsuccessful.

Budget & Finance

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Seven Oaks intends to contract with Indiana Charters to establish accounting, purchasing, and payroll processes. Indiana Charters' approach is to assist the school in finding the best possible administrative staff prior to start-up. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff.

Regardless, all processes will require at least three different individuals to be involved in from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions or to provide training and oversight to school staff.

Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be the property of Seven Oaks. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board.

Indiana Charters will assist Seven Oaks in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

2. Provide, as Attachment 17, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template.

See Attachment 17 for our 5-year budget.

3. Provide, as Attachment 18, a detailed budget narrative.

See Attachment 18 for our budget narrative.

4. Additional Requirement for Pre-Existing Non-Profit Organizations: If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as Attachment 19: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011).

This does not apply to Seven Oaks Classical School

SECTION IV: INNOVATION

Foundations of Innovation

Seven Oaks Classical School is an innovative school within the district because students will study Latin informally beginning in the elementary grades. Students will learn Latin roots, which improves reading comprehension and vocabulary. Students will also study history mainly through primary source documents to promote analytical skills and essential insight into their culture and heritage. Another



unique aspect of Seven Oaks is the instruction in character education and the classical virtues. These will be integrated throughout the curriculum and in all grade levels. At Seven Oaks, high academic achievement, personal discipline, ethics, and personal responsibility will consistently be reinforced through the study of subjects in the classical tradition.

Classical education upholds a standard of excellence and has proven itself over the course of time. We believe Seven Oaks' high standards and research-based curriculum will provide students with a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development. Students will graduate from Seven Oaks as highly literate and responsible citizens who are well prepared to uphold America's founding principles.

Description of Innovation

Several very unique innovations characterize Seven Oaks Classical School:

- All students will study Latin to facilitate reading comprehension and vocabulary and bolster performance in all subjects.
- Upper level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
- All students will be trained in study skills such as time management, organization, note taking, and research that are essential for building stamina for further academic pursuits.
- The intent to instill virtues of character in the lower grades through the eight pillars of character education: responsibility, respect, industry, integrity, honesty, courage, citizenship, and cooperation. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

To achieve our mission, Seven Oaks will emphasize an education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools, which include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute's *The Writing & Spelling Road to Reading & Thinking* for teaching "explicit" phonics, reading, and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving. Students at Seven Oaks Classical School will receive a rigorous classical liberal arts education by studying literature, math, history, civics, the sciences, music, and art, which will align with but exceed Indiana and Common Core standards. Students will receive meaningful homework and teachers will train students at all levels in Socratic seminars to encourage intelligent, logical, and independent thinking. Seven Oaks' curriculum, coupled with academically appropriate supplemental programs, has proven to be successful for all students, including special needs students and English Language Learners (ELL).

Additional Application Submission Requirement

See Attachment 20.

Attachment 1

Provide, as Attachment 1, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school.

LINDSEY ANDREA WEAVER

4035 EAST BOLTINGHOUSE ROAD, BLOOMINGTON, INDIANA 47408
PHONE: (812) 272-9716 • E-MAIL: lindsey.weaver@sevenoaksclassical.org

EDUCATION

1994-1997 Culver Academies in Culver, Indiana

1997-2001 Hanover College in Hanover, Indiana

- Bachelor of Arts, Philosophy, and Anthropology

2004-2008 New Mexico State University in Las Cruces, New Mexico

- Master of Education in Special Education with focus in Communication Disorders/Deaf Education

EMPLOYMENT

2009-Present

Monroe County Community School Corporation, Dr. Kathleen Hugo, Director of Special Services, (812) 330-7700

Hearing Specialist, Itinerant Teacher of the Deaf/Hard of Hearing

- Provides direct and consultation services to the deaf/hard of hearing.
- Evaluates students and determines eligibility for deaf/hard of hearing children in accordance with Article 7 of the Indiana State Laws for Special Education.
- Coordinates training on assistive technology and the use/care of hearing aids & cochlear implants.

2007-2009

Brown County School Corporation, Matt Stark, (812) 988-6606, Special Services Department Lead, Barb Kelp, (812) 988-6606

Special Education Teacher, Moderate/Severe Classroom, Transition Program

- Planned and developed Individualized Educational Plans for students.
- Directly cared for the needs of medically fragile students.
- Organized individualized activities for moderate/severe-needs students.

2005-2007

Las Cruces High School, Nyeta Haines, (575) 527-9400, SPED Department Lead, Sarah Ogden, (575) 640-6637

Special Education Teacher, Low Incidence/Mentally Disabled/Pre-employment Program

- Organized and led Individualized Education Plan (IEP) meetings with parents and staff.
- Conducted assessments and compiled working records.
- Coordinated community involvement and transit training.

Summer (2003, 2004, 2005, 2006)

Las Cruces Public Schools Extended School Year (ESY), (575) 527-5800

Special Education Teacher, Deaf/Hard of Hearing Education

- Developed lesson plans in accordance with the ESY theme.
- Implemented plans and activities in the D/HH classroom.
- Directly Instructed the D/HH with American Sign Language.

2004-2005

Santa Teresa Elementary, Ralph Yturralde, (575) 589-3445

Special Education Teacher, Resource Pull-out Program

- Taught and enriched students with learning disabilities, as well as the gifted.
- Coordinated schedules with general education teachers to either remediate or enrich students' class loads.
- Organized appropriate lesson plans in accordance with students' Individualized Education Plans.

2002-2004

Mesilla Elementary, Barbara Bencomo, (575) 527-9566

Educational Assistant, Low Incidence/Severe and Profound Disabilities

- Aided teacher with appropriate lesson planning.
- Conducted and assisted in daily activities.
- Attended to and cared for the needs of developmentally disabled children in conjunction with several certifications and in accordance with various trainings.

*References available upon request

Matthew Wolf

1206 S Longwood Dr. • Bloomington, Indiana • 47401

CELL (812) 320-7155 • E-MAIL matt.wolf@sevenoaksclassical.org

EXPERIENCE

Information Technology Manager, Indiana University, Eppley Institute for Parks and Public Lands

BLOOMINGTON, INDIANA - 2003 - PRESENT

- Help desk manager. Provide front line technical support for clients and tier 2-3 for web based customers. Train and coach tier one technical support staff.
- Managed development and launch of a new elearning platform, proValensLearning.com, to provide online training and education to professional in parks, recreation, public lands, and public health fields.
- Develop, implement, and maintain web-based applications, including ecommerce and learning management systems to deliver online learning for park and recreation professionals.
- Transitioned technology infrastructure to cloud based virtual servers eliminating the need, cost, and risks associated with onsite hosting.
- Lead many aspects of the Institute's marketing, consisting of web content, development of brochures, email marketing, Facebook and Twitter presence, and conference exhibitions.
- Implemented and customized a reporting system using SQL Server Reporting Services to produce monthly enrollment and completion reports, transcripts, and customer reports for clients.
- Designed and implemented website for an 18 month online training program for new superintendents at the National Park Service. This training program utilizes technology in all areas, including web conferencing, online asynchronous discussions, and an online learning environment to facilitate the tracking of participant progress.
- Manage multiple projects working with the National Park Service; including the development of over 60 web-based training modules in the past 10 years.
- Define and document Institute's business practices and IT policies, system maintenance procedures, University compliance, data retention policies, development best practices, and disaster recovery practices and protocols.
- Administration of five servers (3 Ubuntu LAMP, 2 Windows 2008)

Independent Technology Consultant

BLOOMINGTON, INDIANA - 1998 – PRESENT

- Consult with local business on technology use; include web hosting, email, and business processes.
- Manage the design and development process of websites for clients including non-profits, political candidates, and businesses.
- Manage an Ubuntu Linux server for sending of mass email and website hosting. Developed custom PHP code to send daily updates to members based on daily website activity and content with total volume of about one million emails per month. Host websites on self-managed LAMP server. Manage security, tuning, account allocation, and disaster recovery.

Technology Support Specialist, Indiana University, HPER Technology Services

BLOOMINGTON, INDIANA - 2001 - 2003

- Worked 20-30 hours per week while completing degree.
 - Supported Windows NT, 2000, XP environment consisting of over 200 computers and managed replacement of 150+ workstations.
 - Enhanced communication, customer support, and problem solving skills through interaction with school staff.
-

EDUCATION

Bachelor of Science, Business – Computer Information Systems
Indiana University, Bloomington, IN – 2003

SKILLS

General Skills: Project Management, Customer Support, and Conflict Resolution

Programming Languages: ASP.NET, PHP, Java; **Databases:** SQL Server, MySQL, SQLite

Web Based Skills: HTML, JavaScript, CSS, SQL

Operating Systems: Windows Server (2008, 2003, 2000), Windows (8.1, 7, Vista, XP), Mac OS X, Ubuntu

Applications (non-exhaustive): SQL Reporting Services, Tableau Business Analytics, MS Sharepoint, MS Project, MS Office, Photoshop, Adobe Connect, and Adobe Captivate

Web Platforms/System: Wordpress, Drupal, Wordpress, Magento E-Commerce, Moodle LMS

PROFESSIONAL INVOLVEMENT

Indiana Parks and Recreation Association 2013

Presented education session on technology and relationship management.

Association of Partners for Public Lands (APPL) 2012

Presented two sessions titled "Technology Toolkit" and "Relationship Management."

Michigan Park and Recreation Association 2012

Presented education session on *Social Media Best Practices* for park and recreation agencies.

Association of Partners for Public Lands (APPL) 2011

Presented an education session on collaborative web-based technologies for public land agencies.

Great Lakes Park Training Institute 2010

Presented an education session on New Media and its use in Park and Public Land agencies.

National Recreation and Park Association 2009

Presented an education session "Building Online Communities to Increase Participation" focusing on the best uses of Social Networks and New Media.

Indiana Park and Recreation Association 2009

Co-presented a session on Web 2.0 technologies and applications in the park and recreation profession.

E-Learning Guild DevLearn 2008

Hosted a table sharing experience highlighting the Eppley Institute's use of Moodle open source learning management system.

National Recreation and Park Association 2007

Presented a paper on the strategic uses of IT within park and recreation organizations. Presentation focused on the uses of Web 2.0 including blogs, wikis, podcasting, RSS, location based services, and web conferencing.

Indiana Park and Recreation Association 2007

Co-presented a seminar on the utilization of technology within park and recreation organizations.

COMMUNITY INVOLVEMENT

Seven Oaks Classical School – Board Vice President 2014-Present

Monroe County Indiana Park and Recreation – Board Member 2014-Present

Beta Sigma Psi Bloomington Alumni Chapter – President 2011-Present

BloomingLabs-Kids Volunteer to teach kids about technology, electronics, and computers at BloomingLabs HackerSpace in Bloomington, Indiana.

**References Available Upon Request*

Guy Platter

8221 Hollopeter Road, Leo IN 46765
Phone: 260-443-2614 E-Mail: guy.platter@gmail.com

Summary of Qualifications

Proven effective leadership and management in a variety of environments. Strong ability to execute successful startup projects in new markets through effective marketing strategies and team leadership. Demonstrated strong record of financial success in multiple markets. Experiences in data management, instructing at the university level, holding elected office and entrepreneurial educational management positions.

Experience

Educational Consultant, Bright Frontier Schools – Fort Wayne, Indiana **01/2008 - Present**

- Grew region from 500 students to over 3000 students and 250 employees in four years
- Advised schools on marketing and recruitment strategy to increase customer retention and enrollment
- Successful start-up project implementation of highest performing charter school in Indiana
- Implemented and led a multiple state instructional assessment data mining team
- Strategic planning, marketing, and operational consult for private virtual school

Regional Director, Imagine Schools Indiana and Ohio – Fort Wayne, Indiana **04/2008 – 05/2013**

- Project management of several teams for successful school start-ups in multiple states
- Sustained financial surplus of an \$18 million budget despite annual revenue reductions
- Received Parent Choice Award and Economic Sustainability Award
- Doubled enrollment and gained financial surplus of a troubled Ohio school in one year
- Executed successful marketing strategies for schools through a variety of methods

Founding Principal, Imagine Schools Indiana, Master Academy – Fort Wayne, Indiana **04/2007 – 04/2008**

- Successfully executed startup of the largest K-8 charter school in Indiana
- Hired over 50 teachers and staff, recruited over 500 students in five months

Head of School for Academics, Irvington Community School – Indianapolis, Indiana **07/2005 – 04/2007**

- Created successful and effective team of leadership for both campus sites
- Developed, funded through grant award, and led the high school project

Guy Platter

8221 Hollopeter Road, Leo IN 46765
Phone: 260-443-2614 E-Mail: guy.platter@gmail.com

Instructional Supervisor of Information Services, Glenbrook South - Glenview, Illinois 07/2003 - 07/2005

- Supervised technical/certified staff, led team in new database acquisition and migration, and supervised other technology services
- Special member of Principal's Leadership Council within first year of employment

Brown County Commissioner - Brown County, Indiana 01/2000 - 04/2003

- Elected executive position in Brown County, Indiana overseeing county employees, county policy development, infrastructure development and management

Adjunct Professor Indiana University - Bloomington, Indiana 08/1999 - 08/2000

- Taught Integration of Instruction and Technology course for education students

Education

Loyola University - Chicago, Illinois 08/2004 - 05/2005
Post graduate studies in School Choice and Educational Philosophy

Indiana University, MLS - Bloomington, Indiana 06/1993 - 12/1998
Masters: Library and Information Science
School Administration Program and License: K-12

Indiana/Purdue University, BS - Fort Wayne, Indiana 08/1988 - 05/1992
Bachelor of Science: Social Studies Concentration Grades 7-12 (Fort Wayne Campus)

Activities/Interests

Mountain biking, hiking, philosophy, political advocacy, reading, cooking, speaking, teaching, and raising children

Fred Prall

1802 W. 17th St. Bloomington, IN 47404 | 812.334.3434 | fred@prall-cpa.com

SUMMARY

Certified Public Accountant and President of Prall & Company, Inc. Certified Public Accountants. Founder of Monroe County Tax Association. Formerly held a license as a real estate broker and in securities. Gives back to the community by providing free financial services to many local non-profit agencies.

EXPERIENCE

President, *Prall & Company, Inc.*

Helping small business owners manage their businesses to make them more profitable. Also helped several major clients in Bloomington obtain the necessary financing to expand their businesses bring in excess of 300 jobs to Bloomington through their combined efforts.

Founder, *Monroe County Tax Payers Association*

Instrumental in the formation of the Fire Safety Commission, an investigative branch of MCTA, which eventually led to the addition of important equipment, personnel, and many other improvements within the city.

Board Member, *Indiana Statewide Certified Development Corporation*

Founding board member of the Indiana Statewide Certified Development Corporation (CDC). The CDC was founded to help small businesses obtain Small Business Administration (SBA) sponsored capital funding to grow their business, thus creating new jobs for Indiana. The CDC has loaned over \$548 million dollars to Indiana businesses, creating in excess of 21,850 jobs.

EDUCATION

Bachelor of Science in Accounting, Minor in Finance, *Indiana University*

Master of Business Administration, *Indiana University*

**Terry L. English
Attorney at Law
820 N. College Avenue
Bloomington, IN 47404**

Telephone: (812) 334-2192 Facsimile: (812) 334-3675
Cellular telephone: 812-320-1026
E-mail: Barrister@bluemarble.net

Biographical Information

Work experience:

- May, 1979 to present -- Attorney in private practice in Bloomington, Indiana. Areas of specialty include creditors' rights (collections and mortgage foreclosures), bankruptcy, family law (dissolution of marriage, adoption, paternity and guardianship), business organization and reorganization, municipal law, school law and criminal law. I am a member of the Indiana State Bar Association and I am licensed to practice in state and federal courts in Indiana and before the United States Supreme Court.
- July, 2005 to present: Managing director of Prestige Auction & Appraisal Group, Bloomington, Indiana.
- August, 2000 to 2009 -- Adjunct professor of business and business law at Ivy Tech Community College, Bloomington, Indiana.
- 1991 to 1994 -- Legal columnist for *Indianapolis CEO Magazine* and *Columbus, Ohio, CEO Magazine*. These magazines were distributed to business leaders throughout central Indiana and central Ohio.
- August, 1988, to June, 1991 -- Adjunct professor of journalism (advanced newspaper reporting) at Indiana University, Bloomington.
- August, 1985, to June, 1988 -- Adjunct professor of business law at Ivy Tech State College, Bloomington, Indiana.
- October, 1974 to August, 1976 -- Associate editor of *Bloomington Herald-Times* newspaper, Bloomington, Indiana. I oversaw a staff of 19 reporters and editors. Between 1974 and 1984, I also wrote a consumer and legal column which was published twice weekly in newspapers in Bloomington and Bedford.
- April, 1974, to October, 1974 -- Press aide to Indiana Secretary of State Larry Conrad. During the day, I worked in the corporations division of the Secretary of State's Office. During the evenings, I traveled with Mr. Conrad to re-election campaign appearances and assisted with press relations.

- January, 1972, to April, 1974 -- Police and courts reporter for *The Evansville Press* newspaper, Evansville, Indiana.
- June, 1971, to January, 1972 -- Night national editor of the *Charlotte (N.C.) Observer* newspaper.

Education:

- Doctor of Jurisprudence degree from Indiana University, Bloomington, Indiana, 1979 (I attended the I.U. School of Law from August, 1976, to December, 1978). Technical editor of the *Indiana Law Review*, 1978. In 1978, the *Law Review* published an article written by me entitled "DNA and the Congressional Prerogatives: Proposals for a Deliberate Legislative Approach to Genetic Research."
- Bachelor of Arts degree in journalism from Indiana University, Bloomington, Indiana, 1971 (I attended I.U. from August, 1967, to May, 1971). While at I.U., I was editor of the *Indiana Daily Student* newspaper in 1971.
- Candidate for Master of Business Administration (MBA) degree from Ball State University, Muncie, Indiana. Completion of degree requirements expected in 2015.
- Coursework in theatre and drama ongoing at Indiana University, Bloomington (with emphasis on playwriting and screenwriting).

Personal Information:

- Married for 35 years to Carla English. One son, Jeremy.
- Former president of the Sons of the American Revolution, Daniel Guthrie Chapter; Indiana State Chancellor, Sons of the American Revolution; member of the Sons of Colonial New England; member of the Society of Indiana Pioneers.
- Graduate of the Indiana Leadership Forum, Indianapolis.
- Member of the Board of Directors of the Indiana Journalism Hall of Fame.

VITA

William E. Scott, Jr.

Professor of Organizational Behavior

Indiana University Graduate School of Business

Address

Residence 5008 Iron Gate Trail
Bloomington, Indiana 47403
Telephone: (812) 430-2020

Educational Background

A.B. Psychology, Indiana University, 1955
M.S. Industrial/Organizational Psychology, Purdue University, 1957
Ph.D. Industrial/Organizational Psychology, Purdue University, 1962

Honorary and Professional Affiliations

Psi Chi
Beta Gamma Sigma
Society of Sigma Xi
Society of Organizational Behavior
Midwest Psychological Association
American Psychological Association
International Association of Applied Psychology
Academy of Management

Positions Held

1949-1953	Aviation cadet and subsequent assignment as a carrier pilot and officer in the U.S. Navy
1954-1957	Counselor, Men's Residence Halls, Indiana University and Purdue University (Part-time)
1957-1962	Assistant Personnel Director, Purdue University
1957-1963	Member, Board of Directors, Monon Trailer and Body Manufacturing, Inc.
1958-1960	Member and Chairman of Management Advisory Board, Purdue University
1959-1963	Founder and Chairman of the Board, Scott Managerial Consulting Associates, Inc.
1960-present	Part-time management consultant (certified in the state of Indiana for private psychological practice)

1963-1966	Assistant Professor of Personnel and Organizational Behavior, Indiana University Graduate School of Business
1965-1966	Acting Chairman, Department of Personnel and Organizational Behavior, Indiana University Graduate School of Business
1966-1971	Associate Professor of Organizational Behavior, Indiana University Graduate School of Business
1968-1990	Founding Member, Board of Directors, Society of Organizational Behavior
1970-1971	Visiting Associate Professor, School of Business, University of Wisconsin—Madison
1971-1993	Professor of Organizational Behavior, Indiana University Graduate School of Business
1974-1976	Chairman, Professional Advisory Committee to the Governor of the State of Indiana
1976-1977	Distinguished Visiting Professor, College of Business and Commerce, University of Delaware
1976-1978	Member, Ad Hoc Industry Group, Washington, D.C.
1976-1993	Member, Board of Editors, Journal of Organizational Behavior and Human Decision Processes
1977-1993	Member, Board of Editors, Journal of Organizational Behavior Management
1978-1985	Founding Member and Chairman, Teacher Excellence Committee
1993-present	Emeritus Professor, Organizational Behavior and Leadership, Indiana University Graduate School of Business
1999-2003	President, Grassroots United

Selected Publications

Scott, W. E., Jr. (1958). How effective is your testing program? *College and University Personnel Journal*, 4, 1-6.

Scott, W. E., Jr. (1959). The validity of the interview. *College and University Personnel Journal*, 5, 3-9.

Scott, W. E., Jr. (1964). The actuarial-clinical controversy in managerial selection. *Business Horizons*, Winter, 89-100.

Scott, W. E., Jr., & Day, G. J. (1972). Some relationships between broadly defined personality dimensions and vocational interests among graduate business students. *Journal of Counseling Psychology*, 19, 30-36.

Scott, W. E., Jr. & Cummings., L. L. (1973). *Readings in organizational behavior and human performance (2nd Ed.)*. Homewood, Illinois: Richard D. Irwin, Inc.

Scott, W. E., Jr. (1975). The development of knowledge in organizational behavior and human performance. (Monograph). *Decision Sciences*, 6, 142-165.

Scott, W. E., Jr., & Podsakoff, P. M. (1985). *Behavioral principles in the practice of management*. New York: John Wiley & Sons, Inc.

Podsakoff, P. M., Williams, M. L., & Scott, W. E., Jr. (1987). "Myths" of employee selection systems. In R. S. Schuler & S. A. Youngblood (Eds.), *Personnel and human resources management*. New York: West Publishing Company.

Scott, W. E., Jr. (1987). Leadership and organizational behavior from the point of view of a behaviorist. In R. Aldag & T. M. Stearns (Eds.), *Management*. Cincinnati: Southwestern Publishing Company.

Scott, W. E., Jr. (2000). "On the performance of Indiana's public schools: What needs to be done. What must be done." (Unpublished Manuscript).

A full list of Publications, Papers Presented, Symposia, Colloquia, and Other Invited Addresses is available upon request.

Curriculum Vitae

Linda Coughlin Murphy

1106 E. Benson Court, Bloomington, Indiana 47401

Phone: (202) 285.5384

lishmurphy@gmail.com

EDUCATION

The George Washington University, Washington, DC August 2003-June 2006
The Columbian School of Arts and Sciences
Master of Arts in Speech & Hearing Science

University of St. Thomas, St. Paul, Minnesota August 1996-July 2000
Bachelor of Arts in Sociology
Minor in Justice and Peace Studies

WORK EXPERIENCE

Richland Bean Blossom School District, Ellettsville, Indiana October 2013-December 2013
Short-Term Contract
Speech Language Therapist, Consultant

- Conducted evaluations and wrote reports of preschool aged students who had previously been identified as potentially needing speech/language services.
- Participated and assisted in IEP meetings with support staff and caregivers.

The Ivymount School, Rockville, Maryland August 2007-February 2011
Speech Language Therapist

- Provided individual, small group, and/or large group therapy to students in High School (ages 14-18) and Post-High School (ages 18-21) through the Multiple Learning Needs Program at this non-profit school for students with special needs.
- Met weekly with the classroom team to discuss students' progress and plan lessons to support the curriculum and IEP goals
- Worked with students through formed groups, such as: social skills, apartment (cooking and daily living skills), computer lab, academic groups, and problem-solving/advocacy.
- Attended community outings with students, working on communication skills across different settings.
- Visited and consulted at the various jobsites where Ivymount students work/intern.
- Supported and collaborated with a staff that included special education teachers, occupational therapists, speech language therapists, social workers/psychologists/counselors, behavioral specialists, employment coordinators, transition specialists and job coaches. Ivymount staff on related speech and language topics
- Worked with assistive technology devices for students
- Attended IEP meetings and parent conferences

Education Based Services August 2006-August 2007
Pacifica School District, Pacifica, California
Clinical Fellow, Contractor

- Completed clinical fellowship year as a speech-language pathologist. Provided assessment and treatment of elementary and middle school students with a range of language learning disabilities and disorders, articulation and phonological disorders, fluency disorders, voice deficits, Autism and Asperger Syndrome. Also collaborated with general education and resource teachers, school principals, administrative staff, psychologists, occupational therapists, social workers and families.

CLINICAL EXPERIENCE

Practical clinical experience was gained through four-month long rotations in the following eight sub-clinics:

- Aural Rehabilitation: January-May 2006
- Fluency: September-December 2005
- Developmental Speech and Language: May-August 2005
- Voice: May-August 2005
- Communication Enhancement for Pediatrics and Adults: January-May 2005
- Early Intervention/Neurologic Pediatrics: September-December 2004
- Audiology: September-December 2004
- Neurologic Communication Disorders: September-December 2004

ADDITIONAL CLINICAL-RELATED EXPERIENCE

Accotink Academy, *Springfield, Virginia*

Intern

- Facilitated assessments and individual therapy for a caseload of elementary, middle and high school aged children with learning and emotional disabilities.
- Prepared and implemented Individualized Education Plans (IEPs), developed appropriate language goals, as well as collaborated with a team of speech-language therapists, special education teachers, art therapists, caregivers and other faculty and staff to best meet each student's unique needs through this specialized school setting.

Arlington County Public Schools, *Arlington, Virginia*

September-December 2005

Washington-Lee High School

Intern

- Through the general education setting, worked in collaboration with the school speech-language therapist to provide speech and language services for a diverse group of students with the following deficits/impairments: specific language impairments (SLI), language learning disabilities (LLD), Autism spectrum disorder, brain injury and resulting cognitive delays, articulation and phonological disorders, fluency disorders, hearing impairments, and emotional disabilities.
- Participated in a "life skills" group in collaboration with speech therapists and an occupational therapist that included students with Cerebral Palsy and Mental Retardation.

Private Families, *Washington DC & Potomac, Maryland*

June-September 2004

- Certified in Applied Behavioral Analysis (ABA)
- Received instruction and implemented elements of B.F. Skinner's Analysis of Verbal Behavior (AVB)
- Applied skills and experience gained to treat three children with Autism.

JAZZMIN VEGELER
3212 N. O'BRIEN PL
BLOOMINGTON, IN 47404
260-403-1645
JAZZMIN.VEGELER@GMAIL.COM

SUMMARY OF QUALIFICATIONS

- Ten plus years of experience working with children.
- Proven interpersonal skills, having previously worked with clients and professionals.
- Self -motivated and organized.
- Planned and implemented activities for a skills based therapy program.
- Currently homeschool children in the Classical model.

EDUCATION

INDIANA UNIVERSITY-PURDUE UNIVERSITY, Ft. Wayne, IN

Bachelor's degree in Psychology, 2004

EXPERIENCE

MEADOWS HOSPITAL- Bloomington, IN

Mental Health Technician

Work in a residential treatment program for adolescents. Observe patients' behaviors, log their condition, and lead them in therapeutic and recreational activities. Communicate with therapists and doctors about patients treatment work. March 2014- Current

KATZ-HOUSWORTH HOUSEHOLD- Bloomington, IN

Nanny

Cared for a pre-school aged child. Organized and scheduled daily activities. Assisted child in daily self-care. Responded to, and altered daily plans based on child's needs. Communicated daily concerns and successes with parents. . August 2006- May 2008

PARK CENTER INC. – Family Education Center, Fort Wayne, IN

Case Manager II

Led skills based therapy room. Worked directly with clients to address and help correct behavioral concerns. Planned and implemented daily activities for clients. Responsible for recording and logging clients' behaviors and activities. Corresponded with therapists and case managers to ensure optimal treatment plans. March 2005-November 2005

Kevin L. Davis

17054 Kirklin Dr., Westfield, IN 46074 - Phone: (317) 945-7723 - E-Mail: kdavis14@me.com

Owner / CEO – Indiana Charters LLC

2014-present

Provides educational and operational support services for independent, Indiana charter schools

Vice President and COO of the Indiana Public Charter Schools Association

2012 – 2013

Interim Executive Director August – December 2013

Managed day-to-day operations of IPCSA staff

Led development and rollout of multiple member services

Provided support and technical assistance in all areas of charter school development and operation

Led the association in its grant partnership role with the Walton Family Foundation startup grants

President / CEO Options Charter Schools (Carmel and Noblesville, IN)

2002 - 2012

Co-authored conversion charter school application for Options Charter School - Carmel

2002

Co-authored and led team through application for initial authorization through Ball State University

2004

Co-authored and led team through new school application for Options Charter School – Noblesville

2006

Created Options in Education Foundation for support of educational options through alternative education

2007

Created special education cooperative for the Options Charter Schools

2007

Created and led central office model for cooperative management of the Options Charter Schools

2008 - 2012

Authored and led team through successful reauthorization of Options Charter School Carmel and Noblesville

2010 and 2012

Principal Matrix Alternative School, Carmel Clay Schools

1999 - 2001

Developed and led community based, highly personalized alternative education program

Principal Carmel Junior High School

1998 - 1999

Principal Speedway Junior High School

1994 - 1998

Assistant Principal Carmel Junior High School

1990 - 1994

Teacher of English and coach Carmel Junior High School

1981 - 1990

Education

Indiana University

1984 - 2007

Coursework beyond M.S., secondary administration

Indiana University

1981 - 1984

M.S. secondary administration

Ball State University

1977 - 1981

B.A. English

Skills and Expertise

Charter school management, non-profit management, school administration, charter school advocacy, youth mentorship, high school internships, service learning, community development, alternative education, school finance, educational technology, grant writing, charter school accountability models, school management processes, educational and organizational leadership, fundraising, project management, school finance, education reform advocacy, policy implementation practices

Additional Experience and Honors

Vice chair of the Indiana Consortium of Charter School Leaders

2012

BSU Charter School Proposal Review Team

2010 - 2011

Presenter: National Association of Secondary School Principals	1994
Led Carmel / Seikyo Gakuen school exchange and sister city project	1990 - 1994
Authored nationally recognized Letter in Reading program and accompanying software	1981 - 1985

Resume of Laurie L. Serak

Education

Butler University—Indianapolis, Indiana—EPPSP Group 15
Administrative Certificate and Masters Degree—December 1997

Indiana University—Indianapolis, Indiana
Bachelor of Science—Education—May 1991

Indiana University—Bloomington, Indiana
121 Hours Completed—School of Business—1981

Experience

Indiana Charters LLC - June 2014 —Present
Consultant

Ball State University—January, 2008—June, 2014
Office of Charter Schools—Field Representative

North Park Academy Private School—July 2006—January, 2008
CEO / Head of School

GEO Foundation—April, 2005—June, 2006
Grades 6-12 Founding Principal of Fountain Square Charter School

Northwest Hendricks Community Schools—July, 2001—May, 2003
Elementary Principal

Franklin Community Schools—July, 1998—June, 2001
Elementary Principal

Laurie L. Serak
1371 Bur Oak Ct.
Avon, Indiana 46123
(317) 626-7072
serakl@yahoo.com

Accomplishments

Most Recent Post: Field Representative—Ball State University—Operational Initiatives:

Established positive relationships with school and board personnel of twenty-one assigned schools.

Developed protocol for school visits.

Wrote and published: New Board Member Manual, New Principal Manual, Field Representative Guide Book

Organized and facilitated the Office of Charter Schools Summer Institute (Conference). Organized and facilitated Charter School Law (Conference). Organized and facilitated board development and training through Brian Carpenter.

Worked effectively with the Office of Charter School staff to write and implement policy.

Chaired the committee to conduct a school audit.

Served as the liaison between the Office of Charter Schools and IDOE as well as IPCSA.

Established positive relationships with local political constituents.

Effectively assisted organizing groups in developing proposals for prospective charters.

Accomplishments

As a school administrator:

I have been a school administrator for a public, private, and public charter school in rural, suburban, and urban settings.

Proficient in grant writing.

Have written curriculum and developed scope and sequence in alignment with state standards

Chaired school visits through Advanced Ed. (North Central Accreditation)

Have successfully developed and facilitated capitol projects initiatives.

Facilitated top rankings in ISTEP at both Pittsboro and Union Elementary Schools.

Have conducted workshops on communication skills and brain compatible research as it applies to the classroom.

Developed working relationship with Franklin College.

I am a certified School Safety Specialist through IDOE — I have implemented the concepts by Ruby Payne (Children of Poverty), and certified Union Elementary as a C.L.A.S.S. school.

Professional Affiliations

NACSA (National Association of Charter School Authorizers), IPCSA (Indiana Public Charter School Association), IASP (Indiana Association of School Principals), IPLA (Indiana Principal Leadership Academy Group 34), ACD (Association for Curriculum and Development), Phi Delta Kappa Academic Sorority, ISD (Indiana Staff Development Council), ISC (Indiana Safety Council)

Phillip W. Kilgore

Professional Qualifications

30 years experience in organizational, project, personnel, and financial management in

- education
- management consulting
- process and quality engineering
- system security engineering
- criminal and counterintelligence investigations and auditing
- communications-electronics

applied in domestic and international environments with worldwide geographically separated units.

Education

Bachelor of Science - American History, United States Air Force Academy, 1984

Experience

Jan 10-present: Director, Barney Charter School Initiative
Hillsdale College
Hillsdale, Michigan

Leads an initiative to assist groups of citizens to establish K-12 charter schools that embody the educational philosophy of Hillsdale College. Principle activity includes cultivation of capability within school founding boards, curriculum design, charter application development, school leader search and training, teacher training, teacher evaluation and coaching, school mission support.

Aug 05-Jan 10: Senior Manager/ Senior Consultant/ Consultant
Accenture National Security Services (formerly George Group Consulting)
Arlington, Virginia

Led a team of 12 consultants delivering operations assessment and improvement analysis, client coaching and project management for federal organizations. At one client, developed and maintained flag and senior executive client relationships in government offices, advising them on approach and deployment of consultant/client team collaboration and project execution, resulting in over \$500M in savings. Beyond financial impact, guided his consultants and the client in positively impacting military weapons systems readiness through improvement in logistics and acquisition activities. Success with his clients led to Accenture's high referenceability and record revenues from a single account. Gave presentations at senior levels, including the Deputy Secretary of Defense and 60 of his most senior Pentagon leaders. His knowledge and expertise was also transferred to many client personnel through his role in formal classroom instruction and small team coaching. Supporting strategic corporate business interests, led the overall capture efforts for several major business pursuits in response to government Requests for Proposal.

Jul 96-Aug 05: Quality Manager and Six Sigma Black Belt
Honeywell Technology Solutions, Inc. (formerly AlliedSignal Technical Services Corp.)
Colorado Springs, Colorado

Built and led a group of 41 personnel (from an original team of 5) and managed associated budget of \$5.2M responsible for independent assessment and quality control of operations performed by 750-person Systems Engineering, System Architecture, Development Engineering and Technical Maintenance organization delivering hardware and software products and services for the Air Force Satellite Control Network. Managed functions and personnel in the following areas:

- Six Sigma Process Management and Statistical Analysis
- Quality Engineering/Quality Assurance
- Software Verification and Validation
- Site Engineering Integration activities at 11 worldwide remote operating locations of the Air Force Satellite Control Network
- Employee Training Administration

Implemented the six sigma process improvement methodology for all site functions. He trained and mentored six sigma green belt teams and efforts of three subordinate black belts. Deployed design for six sigma in hardware and software engineering functions as well as standard six sigma practices for Purchasing, Finance, Human Resources, and Safety, resulting in the lowering of defect rates in key performance areas. Developed metrics reporting practices for all functions including Engineering (hw & sw), Finance, Purchasing, Configuration Management, Documentation, and Maintenance. Established a program management dashboard for executive assessment of program status. Implemented and subsequently managed an ISO 9000-based quality system and organization, achieving ISO 9001 certification in less than nine months from the beginning of quality system development. Successfully integrated multiple quality and business models with ISO 9000 such as Software Engineering Institute's Capability Maturity Model, Baldrige Criteria for Performance Excellence, Six Sigma, and Total Quality. Established software verification/validation capability, documenting newly defined processes to heighten quality of software. Stood up a newly established site integration function at 11 worldwide locations, directly servicing operational Air Force commanders. Through his focus on employee training, automated employee training administration, creating a database to define training requirements, track training accomplishment, and generate status reports, servicing over 50 supervisors. Wrote key content sections for several major business pursuits in response to government Requests for Proposal.

Apr 93-Jul 96: Lead System Security Engineer
AlliedSignal Technical Services Corporation
Colorado Springs, Colorado

Performed risk analysis and security testing on automated information systems to ensure optimum security of system was maintained appropriate to threat and vulnerability. Achieved security accreditations for sensitive government systems and developed and deployed the system security program for overall site operations. Stood up and led a system security engineering staff to successfully engage a growing system security engineering workload.

Dec 86-Sep 92: Investigative Officer
United States Air Force Office of Special Investigations
Korea/United States/United Kingdom

Conducted criminal and counterintelligence investigations in Korea, serving as second officer to the AFOSI Detachment Commander. Served as AFOSI Detachment Commander for an Air Force Base in Texas, leading a team of five investigators in solving property crimes, crimes against persons, narcotics offenses, as well as security investigations. Served as Chief of Counterespionage Operations for an AFOSI District with jurisdiction over half of Europe. Through all these responsibilities, developed and refined his ability to quickly determine facts and circumstances surrounding incidents in a variety of administrative and operational environments. Gathered field intelligence responsive to national collection requirements and prepared reports of investigation and counterintelligence information reports, and reviewed the reports of subordinate investigators for release. Presented case briefs to offices of U.S. Attorneys, District Attorneys and Air Force Judge Advocates General. Conducted numerous criminal and security threat awareness briefings to Air Force personnel.

Mar 85-Dec 86: Telecommunications Officer
United States Air Force
Langley AFB, Virginia

Managed telephone operations, telecommunications requirements, customer service operations, and telecommunications plans and programs for all operations at Langley AFB, including HQ Tactical Air Command. Under a pressurized and critical customer service scenario supporting HQ Tactical Air Command, led a successful \$5M telephone switch upgrade project, cited as the most trouble-free implementation of its kind to date by HQ Air Force Communications Command.

Certifications/Professional Memberships

Certified Lean Six Sigma Master Black Belt, Accenture
Certified Six Sigma Black Belt, Honeywell
Certified Quality Manager, American Society for Quality
Past Chair, American Society for Quality Section 1312

Security Clearance

Past (Air Force): TS/SCI with counterintelligence security polygraph (lifestyle)

Rebecca Anne Fleming
804 Woodstock Lane, Tecumseh, MI 49286
rfleming@hillsdale.edu

Professional Experience:

Hillsdale College, Hillsdale, MI (2014-present)

Assistant Director of the Barney Charter School Initiative:

- Work with the Director to support the founding of classical charter schools by assisting in creating and implementing the schools' academic programs.
 - Review draft charter applications from the founding groups and prepare feedback
 - Respond to public inquiries about the initiative
 - Design and implement search methods to identify school principal candidates
 - Acquire and manage a curriculum library
 - Create generic class schedules
 - Make arrangements for teacher training and curriculum support
 - Manage the execution of written agreements with schools

The Vanguard School at Cheyenne Mountain Charter Academy, Colorado Springs, CO (2009-2013)

Science Department Chair, (November 2011-December 2013)

- Oversaw, aligned, and maintained curriculum standards for all seventh through twelfth grade science classes:
 - Seventh and eighth grade Core Knowledge science courses
 - Seventh and eighth grade science electives: Health Science and Geology
 - High school biology, chemistry, and physics courses (both honors and AP levels for all courses)
 - High school science electives: Scientific Inquiry, Anatomy and Physiology
- Collaborated with other department chairs to align curriculum standards across grade levels
- Collaborated with other department chairs and the administration to improve institutional policies and procedures
- Contributed to the hiring process of prospective science teachers by accompanying the Executive Director on recruiting trips, including the Hillsdale Classical School Job Fair, participating in interviews, and communicating with candidates throughout the recruiting process

Secondary Science Teacher

- Effectively instructed students within the classical, liberal arts and sciences curriculum of The Vanguard School
- Developed and maintained curriculum and instructional materials for high school and junior high science courses:
 - Honors Biology (August 2009-December 2013)
 - AP Biology (August 2010-May 2011; August 2012-December 2013)
 - Seventh Grade Science (August 2009-May 2012)

Director of Student Activities, (August 2013-December 2013)

- Organized school service and social activities, developed student leaders and advised them regarding the planning and execution of events

Class Advisor, (August 2010-December 2013)

- Advised three class senators and three senior student government officers through their various social and service activities

- Organized and executed the Baccalaureate and Graduation ceremonies (May 2013, August 2013-December 2013)

Educator Effectiveness Council, (August 2011-December 2012)

- Served on the faculty committee that designed and implemented the school's teacher evaluation system, in accordance with Colorado Senate Bill 191

Education:

Bachelor of Science, Biology, Hillsdale College, Hillsdale, MI (2005-2009)

Cum laude (3.549 GPA), Chemistry minor, May 2009

- LAUREATES Award (Natural Sciences research grant) for Summer 2008
- Student Activities and Honorary Society Organizations:
 - *Hillsdale College Swim Team*-NCAA Division II
 - *Kappa Kappa Gamma Sorority*
 - *Omicron Delta Kappa*-Leadership Honorary
 - *Lamplighters*-Senior Women's Leadership Honorary
 - *Beta Beta Beta*-Biology Honorary
 - *Sigma Zeta*-Science and Math Honorary
 - *Student Athlete Advisory Committee* (SAAC)

Professional Development:

Dale Carnegie Leadership Training (September 2012-November 2012)

- Completed the eight-week workshop on effective communication, human relations, and skills for success
- Received the Breakthrough Award for persuasive and passionate communication

Colorado Department of Education Anchor Review of the Transitional Colorado Assessment Program (TCAP) (April 2012)

- Completed a two-day workshop with other Colorado science teachers to review items from the completed TCAP assessment, score sample items, provide guidance which defined student performance levels for each item, and refine scoring guidelines for each item

Colorado League of Charter Schools Rigorous Curriculum Design Training (October 2011)

- Completed a two-day seminar that explored a model for the development of a dynamic curriculum, fully aligned to state standards, including matching assessments

College Board-endorsed AP Biology Summer Institute (July 2011, July 2013)

- Completed a week-long training session on effective teaching methods, assessment development, and laboratory activities for the AP Biology course at the University of Northern Colorado

College Board-endorsed AP Biology Workshop (October 2010, October 2012)

- Completed a day-long seminar overview of the AP Biology course and curricular changes in 2012

Other Work Experience (part-time and summers):

Piano Teacher for multiple elementary and middle school students, Colorado Springs, CO (May 2013-December 2013)

Tutor for multiple junior high and high school students (public, private, and homeschooled), Colorado Springs, CO (October 2009-December 2013)

- Tutored students in junior high math, science, and history
- Tutored students in high school biology and chemistry

Kids' Camp Director and Assistant Pool Manager, Garden of the Gods Club, Colorado Springs, CO (summer 2011-summer 2013)

- Supervised and organized summer day camp for children ages 5-12 and performed managerial duties on the weekends
- Taught swim lessons as requested by families

The Country Club of Colorado Swim Lesson Instructor, Colorado Springs, CO (summer 2010)

- Taught group and private swim lessons for children ages 3-12 and worked the front desk of the aquatics department

Volunteer Experience:

Hillsdale College Alumni Volunteer Program (August 2009-present)

- Participated in Alumni Admitted Applicant Volunteer Campaign by writing letters and e-mails to admitted, but not yet committed, students to Hillsdale College
- Attended and spoke at Hillsdale College Admissions Presentations in Colorado Springs, CO (Spring 2010-present)

Kappa Kappa Gamma Sorority Advisor

- Delta Zeta Chapter, Colorado College, Colorado Springs, CO (August 2009-August 2013)
- Kappa Chapter, Hillsdale College, Hillsdale, MI (January 2014-present)

Pianist/Organist

- Served in the following capacities at The Vanguard School Colorado Springs, CO (2009-2013)
 - Accompanied the junior high and high school choirs (2009-2013)
 - Rehearsal pianist for *Fiddler on the Roof* (2009-2010)
 - Rehearsal and performance pianist for *The Sound of Music* (2010-2011)
- Played for Masses at the following churches:
 - St. Dominic Chapel, Clinton, MI (July 2014-present)
 - St. Anthony Catholic Church, Hillsdale, MI (2005-2009, January 2014-present)
 - St. Paul Catholic Church, Colorado Springs, CO (2010-2011)
 - Corpus Christi Catholic Church, Colorado Springs, CO (2009-2010)
- Accompanied the Hillsdale Academy Choir, Hillsdale, MI (2005 -2009)

Assistant High School Track Coach, The Vanguard School, Colorado Springs, CO (2010)

2009 – 2011 IFF

Chicago, IL

Assistant Director of School Services

- Identify charter school facility and financing needs in the Midwest
- Establish and manage relationships with charter schools, charter school authorizers, state departments of education, and other charter school stakeholders in the Midwest
- Evaluate and make recommendations on charter school loan applications, based on financial and other organizational metrics
- Develop and execute lending goals for IFF school services
- Provide technical assistance to charter school business operators
- Evaluate financial and governance sections of charter applications for Chicago Public Schools (CPS)
- Participate in the development of financial metrics for charter schools authorized by CPS
- Evaluate charter school applications for the National Association of Charter School Authorizers (NACSA)

2005 – 2009 (Employee 2005-07; Contractor 2007-09)

Colorado Department of Education

Denver, CO

Consultant, Schools of Choice Unit

- Run the Colorado Charter School Business Managers Network
- Read, evaluate, and make recommendations for charter applications submitted to the Colorado Charter School Institute (statewide authorizer)
- Provide technical assistance to all interested parties in the state of Colorado regarding charter school, private school, and home school issues
- Conduct seminars and individual training for school business managers, board members, and administrators in the area of school business management
- Administer the Federal Grant Programs for the state of Colorado
- Conduct grant writer trainings
- Conduct charter school application trainings for new charter school developers and for existing and potential charter school authorizers
- Research and interpret education laws and regulations for interested parties
- Write guides, instruction manuals, and other communication for publication on state website and for distribution to different segments of the education sector in Colorado

2000 – 2007

Owner, Colorado Business and Accountability Services (C-BAS)

- Perform business and accounting services for schools and non-profit organizations on a contract basis, including all aspects of accounting, auditing, budgeting, planning, and fundraising
- Consult with several charter schools on financial matters directly and through the Colorado Department of Education and the Colorado League of Charter Schools
- Provide training to school business managers on financial and human resources matters
- Perform research and write reports on various charter school and education-related financial and policy issues for interested parties
- Run all aspects of a small business, including marketing, operations, payroll, tax preparation, financial statement preparation, budgeting, development, etc.
- Interpret financial policies and make recommendations for proper financial management within the context of complex regulatory requirements

2000 – 2001

Colorado State Legislature

Denver, CO

Legislative Budget Analyst/ Joint Budget Committee

- Prepare and present recommendations on budget requests from the Governor's Office and the Department of Regulatory Affairs to the Legislative Joint Budget Committee
- Analyze fiscal impacts of proposed legislation
- Draft fiscal notes to attach to bills introduced in the House of Representatives and the Senate
- Write sections of the annual appropriations bill that sets the State's budget for the following year
- Write various reports for legislators regarding issues related to the State budget
- Research budget-related questions for legislators and the public

1996 – 2000

Cherry Creek Academy

Englewood, CO

Business Manager (Continued as a C-BAS client through 2006)

- Responsible for business functions of a K-8 charter school
- Perform all accounting functions including purchasing, payroll, cash receipts, and G/L and financial statement preparation
- Prepare and monitor annual budget and cash flow projections
- Design and implement all internal control procedures
- Perform human resources functions for staff of 35
- Responsible for annual audit at the end of each fiscal year

- Serve on the school's long-range planning and finance committees
- Serve as Secretary/Treasurer of CCA Foundation
- Responsible for securing financing and overseeing building of school
- Coach basketball and provide oversight for school's athletic program

1993 – 1996 University of California, San Diego La Jolla, CA

Financial Reporting Specialist, Extramural Funds Accounting

- Interpret agency and university policies to ensure compliance with terms and conditions of governmentally funded awards
- Perform post-award financial administration of various contracts and grants, including preparing financial reports for government agencies
- Review and interpret award documents and act as liaison between university researchers and governmental agencies
- Responsible for administration of clinical and research laboratories in the School of Medicine, Department of Pediatrics

Education

1986 – 1990

North Park University

Chicago, IL

Bachelor of Arts

- Major: Accounting
- Minor: Spanish

Other

Current Board Membership

- Indiana Charter Network
- Indiana Cyber Charter School

Past Board/Committee Membership

- Inspire Academy, Muncie, IN
- Polaris Charter Academy, Chicago, IL
- Highline Academy, Denver, CO
- CCA Foundation, Englewood, CO

Attachment 2

Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader.

Timeline and process for recruiting and hiring the Seven Oaks Classical School Headmaster

The Seven Oaks founding board has begun its search for a headmaster candidate. The goal is to have a headmaster in place by the beginning of February 2016. The Founding Board will be assisted in this process by Hillsdale College's Barney Charter School Initiative. The Initiative assists classical charter schools in finding suitable leaders. The Initiative was specifically chosen for multiple reasons, one of which is to ensure that candidates have a solid understanding of classical education, and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a master's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Our headmaster will hold the following responsibilities:

- accountability to the governing board
- work in partnership with the board to hire teachers
- implementing a classical liberal arts and civic-minded curriculum
- establishing a distinctive school culture that values scholarship and excellence
- maintaining a healthy enrollment
- ensuring financial responsibility

In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community. In all of his/her work, he/she will draw upon the advice and experience of Hillsdale College faculty involved in the charter school initiative.

Headmaster Job Description

Immediate Supervisor: Governing Board

Job Goal: To manage the school and to provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the school's approved charter.

Performance Responsibilities: Note: At the discretion of the headmaster, he/she may delegate any of the authority and responsibilities of the position. However, the headmaster is not relieved of final responsibility for actions taken under such delegation.

I. Relationship with Governing Board/Committees

- Attends and participates in meetings of the Governing Board/Committees.
- Informs and advises the Governing Board/Committees about the programs, practices, and problems of the schools, as well as activities operating under the authority of the Governing Board/Committees.
- Implements Governing Board/Committees policies; advises the Governing Board/Committees when he/she identifies the need to add, modify, or delete a policy.
- Submits recommendations to the Governing Board/Committees relative to matters requiring Governing Board/Committees' action, supported by data and information as necessary to make informed decisions.
- Recommends, annually, to the Governing Board/Committees system-wide goals. Monitors and reports back to the Committee, at least semi-annually, on the progress toward achieving the goals.
- Works with the Governing Board/Committees that implements the mission of the school and a comprehensive long-range plan.

II. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Board/Committees. Works with the Governing Board/Committees to develop the final budget. Implements the approved budget.

III. Educational Leadership & Curriculum

- Assures high academic performance outcomes for all students.
- Keeps informed of current curricular and educational thoughts, trend, and practices, as well as proposed legislation impacting the school. Informs the Governing Board/Committees of significant developments in these areas.
- Oversees development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.

- Assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

IV. Personnel

- In conjunction with the Governing Board/Committees, ensures the hiring of qualified and competent personnel, including administrators, teachers, support staff.
- Assigns, transfers, and promotes employees as the interests of the school system may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the schools.
- Oversees employee relations in the school system.

V. Facilities

- Hires custodial staff.
- In conjunction with the Governing Board/Committees, determines short and long-range building needs and oversees implementation of construction, operation and maintenance programs.

VI. General Management

- Takes necessary steps to assure the safety and welfare of students and employees in the schools and at school sponsored activities.
- Maintains records for the school, including financial accounts, business and property records, personnel, scholastic, and school population records. Acts as custodian of such records and all contracts, documents, securities, title papers, books, and other papers of the Governing Board/Committees.

VII. Communication/Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer and partnering organizations.
- Maintains open lines of communication and cooperative relationships with school staff, the Governing Board/Committees, parents, and the community at-large.

Performs other appropriate tasks which may be assigned by the Governing Board/Committees.

1. Administer local board's (or governing body of a charter school's) policies, state and federal requirements and applicable laws;

2. Be accountable for student achievement, budget management, expenditure of fund, dissemination of information, charter school communications, attend all local board or governing body meetings or, when necessary, designate an administrator to attend;
3. Ensure that school patrons and the public are informed and involved in the acquisition, planning, and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates;
4. Be accountable for student safety:
 - (a) Ensure that all students are supervised while on school property and while attending or traveling to school events or activities on school-provided transportation;
 - (b) Ensure that all buildings, grounds, and facilities provide a safe and orderly environment for public use;
5. Administer and implement the charter school's approved staff accountability plan and procedures;
6. Ensure that a process is in place to identify, train, assign, and support personnel resources in classrooms, which shall include, but not be limited to, the following:
 - (a) Establish the specific expertise of the person;
 - (b) Obtain a background check and fingerprint records;
 - (c) Provide the person with a three-hour training, prior to entering a classroom, about how the school operates, appropriate teaching methods, and expectations of the headmaster and assigned teacher;
 - (d) Establish a start and end date for the person; and provide for an evaluation of services upon completion of the assignment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping, and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the work day.

Attachment 3

Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

Timeline and process for recruiting and hiring the Seven Oaks Classical School Assistant Headmaster

The Seven Oaks Founding Board has begun its search for an assistant headmaster candidate. The goal is to have an assistant headmaster by June 2016. The headmaster, in conjunction with the Seven Oaks Founding Board, will take on the role of hiring an appropriate assistant headmaster with the guidance of Hillsdale College's Barney Charter School Initiative. The Initiative assists classical charter schools in finding suitable leaders. This Initiative was specifically chosen to ensure that candidates have a solid understanding of classical education and a dedication to the liberal arts and the teaching of civics. Preferred candidates will have a minimum of a Bachelor's degree, teaching experience at the K-12 or college level, a record of leadership, and demonstrated abilities in speaking and writing.

Assistant Headmaster Job Description

Immediate Supervisor: Headmaster

Summary: Assists the Headmaster in all aspects of school management, curriculum development and student services.

Essential Functions: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Develops, implements, and reviews school policies and procedures.
- Coordinate implementation of district instructional program, and ancillary and operational support programs.
- Serves as an instructional leader at the school.
- Monitors school activities and policies for adherence to all district, state and national regulations.
- Assesses suitability of school services and programs.
- Recommends changes in programs, personnel, facilities, materials, and equipment.
- Evaluates the work of assigned school staff; provides reports to the headmaster and cooperates in recognition or remediation of staff members as requested.
- Designs in-service training programs at the school.
- Assists in the recruitment and selection of applicants for school-based positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support, and extra-curricular activities.
- Develops and maintains student discipline procedures for assigned caseload following established guidelines.

- Assists in the development of budget recommendations for the school.

Curriculum: Oversees all aspects of scheduling, course descriptions, and registration. Assigns duties as necessary, oversees all aspects of district mandated standardized testing, oversees all aspects of student records, and assists headmaster as legal representative for the school. Oversees textbook inventory; creates and serves on committees as necessary inside and outside of the school.

Attendance/Discipline: Establishes attendance and discipline referral and reporting procedures for campus-wide use; develops parental notification procedures; directs the preparation of suspension, neglect, referral, and tardy forms; responds to inquiries from welfare, probation, legal, and security agencies; creates and serves on committees as necessary inside and outside the school.

Building and Grounds: Supervise employees completing operational tasks on campus; verifies completion of work orders; maintains orderly school environment; contacts security as necessary; serves as contact for outside contractors; oversees custodial work; creates and serves on committees as necessary inside and outside of the school.

Duties: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with the Code of Ethics and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and beliefs of Seven Oaks.
- Safeguards confidentiality of privileged information.
- Prepares, maintains, and completes accurate records and reports as required by law, state directives, district policy and administrative regulations.
- Shares the responsibility for the supervision and care of district inventory, proper and safe use of facilities, equipment, and supplies, and reports safety hazards promptly.
- Maintains professional competence through individual and staff training, in-service educational activities, and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within their area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

Experience, Knowledge, Skills, and Abilities: The minimum expectations for this job are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of community, computer system, financial, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of district policies on immunization, medication, first aid, emergencies, and child abuse/neglect.
- Three years of teaching experience.

Education: The minimum requirements for this job are as follows: Bachelor’s degree in Education or equivalent.

Working Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates, and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee will escort students around campus.
- The employee must have normal vision and hearing with or without aids.
- The employee must be able to move about assigned locations unaided during the work day.

Back Office and Support Services

In addition to the school’s administrative team, Seven Oaks Classical School will partner with a unique educational service provider, Indiana Charters LLC, to provide back office and support services as well as operational knowledge, experience and expertise. The Indiana Charters Seven Oaks team will provide extensive services and support through the first year of operation. These services transition gradually through a teaching and mentoring phase preparing the Seven Oaks’ staff to operate independently after the third year of operation.

Seven Oaks is pleased to be working with Indiana Charters and their transitional management team. We have not included full resumes, since these individuals will not be direct employees; nonetheless, we are confident that the collective experience and expertise of these individuals will help ensure effective and efficient operational practices.

The Indiana Charters team working directly with Seven Oaks Classical School include the following:

Kevin L. Davis	Formerly a middle school principal with Carmel-Clay and Speedway Schools, Kevin left traditional public education to co-found one of Indiana's initial 11 charter schools. Options Charter School - Carmel (2002) was created out of a community need to better serve students who were struggling in the traditional public schools in and around Hamilton County. Kevin led Options through expansion and replication opening Options - Noblesville in 2006. As President of the Options Charter Schools, Kevin led the effort to build
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	<p>a highly efficient business infrastructure supporting the unique, personalized, community-assisted alternative high schools. Before founding Indiana Charters, Kevin served as Vice President and COO of the Indiana Public Charter Schools Association. These experiences have given Kevin a unique perspective on the needs of charter operators in this state.</p> <p>Kevin’s expertise includes charter school development and management, charter school financing, alternative school instruction, educational technology, school / community connections, charter school board development, and performance management.</p>
<p>Laurie Serak</p>	<p>Laurie has been working in educational leadership since 1999. A graduate of Butler University’s elite EPPSP program, Laurie has been a school leader in public, private, and charter schools in urban, suburban, and rural areas. Her passion for school choice led her to her most recent post with Ball State University, Office of Charter Schools. Here she worked with schools across the state assuring that they were in compliance with their charter contract in regard to public policy, academics, governance, and finance. These unique experiences have given Laurie insight into every facet of chartering a school from its inception to renewal.</p> <p>Her areas of expertise include understanding the unique position of a charter school authorizer, proposal development, pre-opening requirements, intricacies of charter school contracts, reporting, and accountability. Laurie also offers her knowledge of curriculum and instruction in the areas of brain compatible research and best practice, disaggregating data, and differentiating the curriculum. By serving as a chairperson for Advanced Ed., for several years, Laurie has developed a deep understanding of school climate and culture as it applies to positive school outcomes.</p>
<p>Brian D. Anderson</p>	<p>Brian has over eighteen years of experience in the charter school community and brings a broad perspective to his role as a business consultant for charter schools and other nonprofits. He spent eleven years in Colorado, providing business services to charter schools and working at the Colorado Department of Education (CDE) in the Schools of Choice Unit. Brian’s primary responsibility with CDE was running the Colorado Business Managers Network. After moving to the Midwest to be closer to family, Brian became active in the Indiana charter school community while working for IFF in Chicago, IL. There, he was involved in charter school facility lending in a four-state Midwest region. In Indiana, Brian has experienced charter schools from multiple sides, working with schools and boards on their business needs and working for Ball State University’s Office of Charter Schools in a financial oversight capacity.</p>

Other Administrative/Management Staff

As noted above, a Bookkeeper and Registrar will be hired following year three to fulfill the roles initially filled by Indiana Charters, Inc. These positions will be filled at the start of the 4th quarter of the third fiscal year.

Attachment 4
Articles of Incorporation

State of Indiana
Office of the Secretary of State
CERTIFICATE OF INCORPORATION
of

SEVEN OAKS CLASSICAL SCHOOL, INC.

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 19, 2013.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 19, 2013

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2013071900211 / 2013071900211

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
7/19/2013 10:44 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

SEVEN OAKS CLASSICAL SCHOOL, INC.

P.O. BOX 7262, BLOOMINGTON, IN 47407

ARTICLE II - REGISTERED OFFICE AND AGENT

LINDSEY A. WEAVER
4035 E. BOLTINGHOUSE RD., BLOOMINGTON, IN 47408

ARTICLE III - INCORPORATORS

LINDSEY A. WEAVER
4035 E. BOLTINGHOUSE RD., BLOOMINGTON, IN 47408
Signature: /S/LINDSEY A. WEAVER

ARTICLE IV - GENERAL INFORMATION

Effective Date: 7/19/2013

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

TO PROMOTE AND SUPPORT THE TEACHING AND TUTORING OF STUDENTS IN MONROE AND SURROUNDING COUNTIES IN THE STATE OF INDIANA IN A MANNER CONSISTENT WITH THE LAWS GOVERNING CHARTER SCHOOLS IN THE STATE OF INDIANA.

Distribution of assets on dissolution or final liquidation

ALL ASSETS REMAINING SHALL BE DISTRIBUTED TO SUCH ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS OR EDUCATIONAL PURPOSES AS SHALL AT THE TIME QUALIFY AS EXEMPT ORGANIZATIONS UNDER SEC. 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW.

Bylaws of Seven Oaks Classical School, Inc.

ARTICLE I

General

Section 1. Name. The name of the corporation is Seven Oaks Classical School, Inc.

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 899 South College Mall Road, Suite 371 Bloomington, Indiana 47401. The initial registered agent in charge of the initial registered office Lindsey A. Weaver.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, no less than five (5) and no more than nine (9), designated by resolution of the Board of Directors from time to time.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of two (2) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. The Board of Directors may hold a vote to remove any member of the board without cause. In this case, a majority vote is required for the dismissal of the Board Member.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the President or by two (2) or more members of the

Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, Indiana Code 5-14-1.5-1, et seq., and any corresponding provision of subsequent Indiana Law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or tele-faxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation.

Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the “code”).
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from six (6) consecutive meetings or from at least fifty (50) percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a President, a Vice President, a Secretary, a Treasurer and such other officers as the Board of Directors may otherwise elect. Any officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for two (2) years, or such a period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein Article II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. President. The President shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice President. The Vice President, at the express request of the President, shall perform the duties thereof, and at all times, render assistance to the President. The Vice President shall be responsible for implementing policies established by the Board of Directors. The Vice President shall automatically become the President of the unexpired term, in the event of resignation or death of the President. The Vice President shall assist the President with Program Planning and execution of the programs for all of the corporation's meetings.

Section 4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such, committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees

shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half-blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding

(a) if such person is wholly successful with respect thereto or

(b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred. (b) As used in this Article VI, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term "wholly successful" shall mean

(i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

(ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or

(iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if

(a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and

(b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article VI and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons. –

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term "sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

IRS 501(c)(3) Letter of Determination

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 14 2014

SEVEN OAKS CLASSICAL SCHOOL INC
899 SOUTH COLLEGE MALL RD STE 371
BLOOMINGTON, IN 47401

Employer Identification Number:
46-3846239
DLN:
17053034315004
Contact Person: CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 10, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Lindsey Weaver, Founding Board President

SIGN NAME

Lindsey Weaver

DATE

March 9, 2015

Attachment 6

Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder.

The board of directors for Seven Oaks Classical School will consist of no fewer than five (5) and no more than nine (9) members and will be led by an executive team to include, at minimum, a president, a vice-president, a secretary, and a treasurer. At present, the board of directors for Seven Oaks Classical School is comprised of 9 members, including the aforementioned positions.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Brigitta Marie Powers

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My experience and expertise is with classical curriculum and pedagogy. This experience and expertise provides me with the ability to successfully develop and implement a classical charter school in the liberal arts.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes Personal friendship.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes


6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Brigitta Marie Powers, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



 Signature

3/10/2015
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Jazzmin Vegeler

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe in the importance of civic leadership and understand as a long time member of this community the critical role schools play in our society.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes Personal friendship.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jazzmin Vegeler, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

 Signature

3/10/2015
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Linda Coughlin Murphy

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a Speech Language Pathologist, who has worked in both specialized and public schools. I am currently employed with First Steps and IU Health and have experience working with children and adults. My expertise provides me with the knowledge and capability to be an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes Personal friendship.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

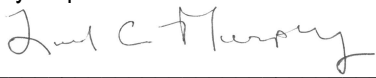
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Linda Coughlin Murphy, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



 Signature

3/10/2015

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Lindsey Andrea Weaver

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I began my career in education in 2001 by serving at-risk youth in the alternative educational setting. I have been a certified special education teacher since 2004. I currently hold my Master's in Communication Disorders with a specialization in Deaf Education and a Bachelor's in Philosophy and Anthropology. My educational background and experience provides me with the knowledge and expertise to successfully manage the implementation of a classical liberal arts charter school.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes Personal friendship.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Lindsey Andrea Weaver, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Lindsey Weaver

Signature

3/10/2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Matthew T. Wolf

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently server as the President of the Beta Sigma Psi Bloomington Alumni Chapter and the Monroe County Park Board.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Matthew T. Wolf, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.



 Signature

3/10/2015
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

Terry Lee English

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I previously served as counsel for the Spencer-Owen Community School Corporation for 10 years.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes Personal friendship.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Terry English, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

 Signature

3/10/2015
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Seven Oaks Classical School

2. Your full name:

William E. Scott, Jr.

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several boards including a start up consulting firm which I chaired. I was a board member and chair of the Windemere Homeowners Association. Board member of East Monroe Water Corporation. Chairman of several committees in IU graduate school of business including instituted and chaired Teaching Excellence Committee.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, William E. Scott, Jr., certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.


 Signature

3/10/2015
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Seven Oaks Classical School
2. Your full name: Fred W Prall
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I believe that I can be an effective board member due in part to my academic background, my 52 years of work and experience and my having had a hand in raising four highly successful taxpaying children.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes *Recently Introduced.*
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

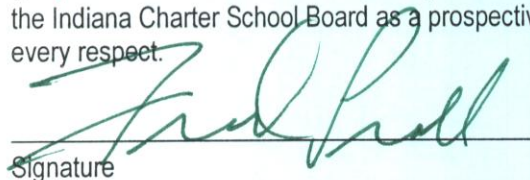
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Fred Prall, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.


 Signature

3/13/15
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Seven Oaks Classical School
2. Your full name:
Guy Platter
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
x Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Please reference resume in regard to extensive charter school start-up experience.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
x Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. x Yes

I met Lindsey a few years ago and we share a common interest in school reform.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

x I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

x I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

x N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

x N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. x None. Yes

Certification

I, Guy Platter, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.


Signature

2/13/15
Date

Attachment 7

Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics policy and Conflict of Interest policy. Both documents should be included in the attachment.

Code of Ethics

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board members and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under Indiana Law to adopt a code of ethics, setting forth the standards of conduct required of all school board members, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board members and officers, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loans, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph

shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives an official opinion to the Board of Directors on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest in or hold any investment directly in, any financial business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the school corporation on his or her own behalf or on behalf of any member of his or her family arising out any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The President of the Board of Directors, or his or her designee, shall cause a copy of this Code of Ethics to be distributed annually to every board member and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s Code of Ethics may be suspended or removed from office or employment, as the case may be, in the manner provided by law, or the Bylaws of the corporation.

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation’s directors, officers, and employees must carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation’s directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in

fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half-blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in this document. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of this document shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

All board members have read, understand and acknowledged this Code of Ethics and Conflicts of Interest document. A signed acknowledgement is available upon request.

Attachment 8

As Attachment 8, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school’s pre-opening year.

Elementary and Middle School

The Grammar (Elementary) School: Explicit teaching of the fundamentals. The “grammar” of learning refers to the fundamentals of all skills and subjects, which are the *sine qua non* of all subsequent thought. No higher-level thinking or critical thinking is able to occur when young people are not thoroughly immersed in the grammar of reading, writing, speaking, and each academic discipline. Memorization is the key at this stage of learning, as the memory is the most powerful intellectual capacity of the child, and children love to memorize.

The Middle School: The middle school will continue to work on the programs begun in grammar school, while going into greater depth. The students will have an increased capacity for logic in their thinking, speaking, and writing. At the same time, the middle school presents much greater challenges in student behavior. To guide students through the storm of adolescence, self-government will be the leading virtue taught and expected.

The Core Knowledge curriculum is aligned with Indiana State Standards and benchmarks (2010), as well as the Common Core Standards. The alignment was completed by the Core Knowledge Foundation, and the Core Knowledge curriculum is fully compliant in the area of English Language Arts and Mathematics. The Core Knowledge At-a-Glance document provides a general outline for the remaining subjects and Seven Oaks Classical School has the previous Indiana State Standards alignment for 2010 for all subjects listed. The literature base of our K-8 program comes directly from the readings and lessons of Core Knowledge. For the purposes of this application, the common core standards are included and the Indiana State Standards of 2010 are available upon request.

Language Arts instruction will also occur with the Riggs explicit phonics program, which functions also in the area of grammar, syntax, composition, spelling, and vocabulary. The aforementioned skills are critical components of the Common Core and Indiana State Standards, and we believe this complement to Core Knowledge will offer a content-rich, literacy-based reading and writing program in addition to Core Knowledge.

Singapore Math is fully aligned with the Common Core Standards for grades K-8 as of 2012, as evidenced below.

Curriculum Course Name and Description

English Language Arts

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: The Kindergarten English Language Arts course focuses on oral language development and listening skills in addition to foundational skills in reading and writing based on the Riggs Method. Read-alouds from a variety of literary genres and nonfiction texts will promote vocabulary knowledge and awareness of syntax. Explicit and systematic phonics instruction will develop mastery of the written English code.
1st grade: Grade 1 English Language Arts continues to emphasize listening and speaking and fundamental literacy skills such as phonemic awareness and phonics through <i>The Writing and Spelling Road to Reading and Thinking</i> developed by Riggs. Students will become increasingly more independent with reading and writing. They will write for a variety of purposes (e.g., narrative, informational, persuasive), and they will develop reading fluency through decodable texts.
2nd grade: Grade 2 English Language Arts will emphasize speaking and listening through classroom discussion and oral presentations. Reading instruction will include phonics, fluency, and comprehension skills in a variety of nonfiction texts and literary genres, including Greek mythology and American folk tales. Students will learn spelling, grammar and conventions through the Riggs Method. Students will use the writing process to plan, draft, and edit writing and will apply basic language conventions in their written work.
3rd grade: Grade 3 English Language Arts will include instruction in reading and writing skills including elements of fiction and nonfiction texts. Reading instruction will focus on comprehension and response, vocabulary development, and reading fluency with more complex texts. Students will produce a variety of types of writing, including stories, reports, letters, and poems. Through the Riggs Method, writing instruction will cover spelling, grammar, and usage conventions. Students will also be introduced to basic research skills.
4th grade: Grade 4 English Language Arts places a stronger emphasis on expository writing (e.g., summaries, book reports, research papers, descriptive essays) than in previous grades. Students are encouraged to apply the correct use of writing conventions and to do so more independently. Reading instruction will focus on comprehension and response, vocabulary development, and reading fluency with more complex texts. Students will be expected to read a minimum of 20 minutes a day outside of class.
5th grade: Grade 5 English Language Arts continues to emphasize expository writing with additional instruction in research and presentations. Instruction also includes revision and editing skills within the writing process, requiring more competent, consistent use of correct grammar, usage, and spelling. Vocabulary enrichment covers prefixes and suffixes. Reading instruction includes analysis of literary craft and a writer's use of language. Students will read outside of class at least 25 minutes daily.
6th grade: Grade 6 English Language Arts extends the focus on expository writing to include research essays, persuasive essays, and business letters. Students will apply revision and editing skills to produce written work that is thoughtful, well-organized, and reasonably correct in grammar, conventions, and spelling. For vocabulary enrichment, students will learn Latin and Greek root words. In reading, they will analyze classic works of literature such as Shakespeare's <i>Julius Caesar</i> and Twain's <i>The Prince and the Pauper</i> .
7th grade: Core English 7. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Instruction in essay writing will focus on development of unity, coherence, and emphasis. Grammar lessons will include parts of sentences, clauses, and spelling. For vocabulary, students will learn Greek and Latin root words and phrases. In literature, students will analyze poems, drama, nonfiction, and fiction for a writer's use of language and literary elements, with particular attention to diction and tone. Literary works include Poe's "The Tell-Tale Heart" and <i>The Call of the Wild</i> by Jack London.
8th grade: Core English 8. Students will be given opportunities to write fiction, poetry, or drama, but instruction will emphasize repeated expository writing across multiple disciplines. Students will examine

all writing—their own as well as others’—with attention to unity, coherence, emphasis, diction, and tone. Grammar lessons will focus on sentence variety, a review of punctuation appropriate to sentence structure, parallelism, and misplaced modifiers. Vocabulary enrichment will include memorization of Greek and Latin root words and phrases. Literary analysis will include essays and speeches in addition to short stories, novels, poems, and other literary works. Students will learn to read as writers, with attention to an author’s craft.

Mathematics

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten: In this activity-based class, kindergarten students will receive a strong foundation in mathematics in preparation for subsequent stages of mathematical thinking. Mathematical concepts are developed in a systematic, engaging, and fun way. Concepts include matching and sorting; numbers to 10; order, shapes, and patterns; length and size; weight; and capacity.

1st grade: Singapore Math 1: Students will develop the foundational mathematical concepts and skills for everyday life and continuous learning in mathematics. Content will include a thorough understanding of whole numbers, addition and subtraction of whole numbers, identifying the value of coins and bills, telling time to the half hour, comparing the length and weight of objects, identifying and categorizing 2-dimensional shapes, describing and extending repeating patterns, solving simple word problems involving addition/subtraction, sorting objects and using picture graphs, and basic algebra skills involving numeric equations and operational symbols.

2nd grade: Singapore Math 2: Students in second grade will extend their understanding of whole numbers to include those within 1000 and will thoroughly understand the meanings of subtraction and addition. They will multiply and divide by 2s, 3s, 4s, 5s, and 10s. More complex work with fractions will be introduced, and skills related to money and time will be emphasized. Students will learn to measure, weigh, estimate, and compare objects and substances. In geometry, they will describe and classify 3-dimensional shapes and extend repeating patterns involving a combination of shapes. Word problem skills will include writing equations and solving one-step word problems requiring addition/subtraction and multiplication/division. Introductory data analysis will include finding range and mode. Algebraic concepts will include solving problems involving numeric equations or inequalities and using symbols to stand for unknown numbers in equations. A number of mental math strategies will be emphasized throughout the year, including adding/subtracting numbers from 100 and 1000 and adding/subtracting money in dollars and cents.

3rd grade: Singapore Math 3: Students will develop their understanding of whole numbers to include place values and operations within 10,000, and they will multiply/divide by 6s, 7s, 8s, and 9s. Division of numbers within 10,000 will include situations where there is a remainder. Students will also learn more complex skills involving fractions, including finding equivalent fractions and the simplest forms of fractions, and comparing and ordering fractions with different denominators. Students will master the concept of time, finding the duration of time intervals and telling time to the minute on an analog clock. With regard to length, weight, mass, and capacity, students will measure, weigh, and estimate in grams, liters, and milliliters and will convert units within a metric system using multiplication. Students will be introduced to the concepts of perimeter and area, and they will identify 3-dimensional shapes and right angles. They will solve 2-step word problems and will become adept at creating and using bar graphs to solve problems and represent and compare data.

4th grade: Singapore Math 4: Students will develop their understanding of whole numbers to include place values and operations within 100,000. They will use estimation to verify calculated results in problems of multiplication/division. Skills related to fractions will include adding/subtracting fractions, understanding mixed numbers and improper fractions and converting them, and finding the fraction of a set for measurements. Students in grade 4 will be introduced to decimals, beginning with understanding tenths, hundredths, thousandths and comparing decimal numbers. They will learn to round decimal numbers up to 2 places and will add/subtract and multiply/divide decimal numbers. Students will also be

introduced to the concept of volume and will be able to find the volume of rectangular prisms. In geometry, they will identify triangles and quadrilaterals, a variety of angles, and perpendicular and parallel lines. Two-step word problems will involve fractions and decimals and the use of bar diagrams to solve them. Data analysis lessons will become more complex as students collect, organize, and analyze data using tables and bar graphs.

5th grade: Singapore Math 5: In fifth grade, students will use place-value models to represent numbers to 1,000,000 and will multiply/divide within 10,000 by 2-digit numbers. They will learn to use the order of operations to solve mathematical expressions. Lessons related to fractions and decimals will become more complex as students multiply/divide fractions and decimals and convert fractions to decimals and vice versa. They will also convert units involving decimals and fractions within a measuring system. Instruction on the concept of volume will go into more depth as students solve problems involving a change in height of liquids and volume of liquids and finding the volume of solids by displacement. Geometry lessons will include finding unknown angles, using angle properties to solve problems, and creating tessellations. Fifth graders will be introduced to the concepts of percentage, ratio, average, and rate and will solve multi-step problems involving these concepts, using bar diagrams when needed. Data analysis skills will develop in complexity when students create line graphs, find the average of a set of data, and find a data value given the average and other values.

6th grade: Singapore Math 6: Students in sixth grade will solve challenging word problems involving all four operations on whole numbers, fractions, decimals, percentages, the volume of liquids and solids, averages, rate, and speed. They will write, simplify, and evaluate simple algebraic expressions and use variables in expressions when describing geometric quantities. They will derive the formula for circumference or area of a circle when given the radius or diameter and will find the perimeter and area of compound figures. In geometry, they will visualize, describe, and draw geometric solids and will identify nets of solids, or solids of nets. They will become more adept at solving problems using ratios and relating them to proportions and fractions of a quantity. Data analysis will involve collecting, organizing, and displaying data in pie charts.

7th grade: Advanced Singapore Math: In this course, emphasis is placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and higher order thinking. To facilitate this, instruction will include the following: •investigative work •communication skills in mathematics •appropriate computation and estimation skills •mental calculation •problem-solving heuristics. Mathematical concepts will include: algebraic representations and formula and algebraic manipulation; percentages; solutions of linear equations and inequalities; graphs of linear functions and relations, mensuration and rate, ratio, proportion, and speed. Word problems will involve rational numbers, integers, percentages, ratios, rate, and speed. The textbook will be *New Elementary Math Syllabus D1* by Sin Kwai Ming.

8th grade: ALGEBRA I: Weeks and Adkins, *First Course in Algebra*. Topics: linear equations, slope, intercepts, roots, absolute value equations, piecewise equations, vertices, quadratic equations, quadratic formula, systems of equations, systems of inequalities, irrational numbers, imaginary numbers, complex numbers, direct and inverse variation, factoring, completing the square, rational equations, trigonometric ratios, Pythagorean theorem, fundamental counting principle, permutation, combinations, probability, compound events, Pascal's triangle, and binomial theorem.

Science

Course Name and Description for each grade level being offered at the proposed school:

Kindergarten: Science K.

1st grade: Science 1. I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies

2nd grade: Science 2. I. Living Things and Their Environments II. Human Body (Body Systems)

III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies
3rd grade: Science 3. I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies
4th grade: Science 4. I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies
5th grade: Science 5. I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies
6th grade: Science 6. I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies
7th grade: Science 7. I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies
8th grade: Science 8. I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

History

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: Core History K. <u>World:</u> I. Geography: Spatial Sense II. Overview of the Seven Continents <u>American:</u> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures
1st grade: Core History 1. <u>World:</u> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <u>American:</u> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures
2nd grade: Core History 2. <u>World:</u> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <u>American:</u> I. Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures
3rd grade: Core History 3. <u>World:</u> I. World Geography II. The Ancient Roman Civilization III. The Vikings <u>American:</u> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
4th grade: Core History 4. <u>World:</u> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <u>American:</u> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures
5th grade: Core History 5. <u>World:</u> I. World Geography (Spatial Sense; Lakes) II. Early American

Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <u>American:</u> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography
6th grade: Core History 6. <u>World:</u> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <u>American:</u> I. Immigration, Industrialization, and Urbanization II. Reform
7th grade: Core History 7. I. America Becomes a World Power II. World War I: “The Great War,” 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States
8th grade: Core History 8. I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution— Principles and Structure of American Democracy VIII. Geography of Canada and Mexico

Latin

The goal of Latin courses in grades 3–8 is for students to master the entire Latin grammar, along with several hundred Latin words.

Course Name and Description for each grade level being offered at the proposed school:
Grade 3: Introduction to Latin: Students receive a gentle introduction to Latin grammar and vocabulary. They learn 10 vocabulary words per week. Students also study the first two noun declensions and the present indicative system of the 1 st and 2 nd verb conjugations.
Grade 4: Elementary Latin I: Larsen & Perrin, <i>Latin for Children, Primer A</i> . Students learn approximately 310 new vocabulary words. They review and deepen their understanding of the first two noun declensions and the present indicative system of the first and second verb conjugations. New grammar includes 1 st and 2 nd declension adjectives. In addition, students begin translating simple sentences from Latin to English.
Grade 5: Elementary Latin II: Larsen & Perrin, <i>Latin for Children, Primer B</i> . Students learn approximately 310 new vocabulary words. They review grammar from the previous year. New grammar to be learned includes: personal pronouns, demonstrative pronouns, prepositions, ordinal numbers, irregular verbs, 3 rd declension nouns, 3 rd conjugation verbs, and imperatives. Students will continue to refine their Latin-to-English translation skills on more difficult sentences.
Grade 6: Elementary Latin III: Larsen & Perrin, <i>Latin for Children, Primer C</i> . Students learn approximately 310 new vocabulary words. They review grammar from the previous year. New grammar to be learned includes: 3 rd declension adjectives, perfect system endings, 4 th conjugation verbs, 3 rd conjugation –io verbs, more irregular verbs, and 4 th and 5 th declension nouns. Students continue to translate more complex sentences in preparation for translating classic texts by Roman authors in middle school.

Grade 7: Intermediate Latin I: Moore & DuBose, *Latin Alive! Book 1*. Students review all of the grammar studied in previous years. New grammar includes: partitive expressions; constructions of price, time, and space; reflexive pronouns; reflexive possessive adjectives; relative and interrogative pronouns; adverbs, more irregular verbs; and principal parts of verbs. Students spend more time on translation work, often translating entire paragraphs.

Grade 8: Intermediate Latin II: Moore & DuBose, *Latin Alive! Book 2*. Students review all of the grammar studied in previous years. New grammar includes: uses of the ablative: accompaniment, manner, means/instrument, separation, place from which, place where, respect, price, agent; vocative case; locative case: place expressions; positive adjectives; comparative adjectives; comparisons: *quam*, ablative of comparison; superlative adjectives; substantive adjectives; formation of adverbs; comparison of adverbs; special and irregular comparison of adjectives; partitive expressions; time expressions: time when, time within which; accusative of duration of time; accusative of space and degree; mood and negative commands; passive voice; relative clauses; interrogative sentences; interrogative pronouns; interrogative adverbs; irregular nouns; participles; gerunds; infinitive as noun; intensive pronouns; deponent verbs. Students begin translating short passages of Roman literature.

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ol style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ol style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ol style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ol style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ol style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ol style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ol style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ol style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ol style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ol style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ol style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life IV. Abstract Art V. Architecture 	<ol style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ol style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ol style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ol style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ol style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ol style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ol style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ol style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ol style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ol style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ol style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ol style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ol style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ol style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ol style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ol style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ol style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ol style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ol style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ol style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ol style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ol style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Probability and Statistics VIII. Pre-Algebra 	<ol style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ol style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ol style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ol style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ol style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ol style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ol style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ol style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.	WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges	
Identify and express physical sensations, mental states, and emotions of self and others.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” (see page 11).	LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	
Give simple directions.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Provide simple explanations.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Recite a nursery rhyme, poem or song independently		
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Retell key details.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Ask questions to clarify information in a read-aloud.	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>b. Use frequently occurring nouns and verbs.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require</p>	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a</p>	

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recognizing cause/effect relationships.	reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).	
Identify who is telling a story or providing information in a text.		
D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Change some story events and provide a different story ending.	WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
**Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)	WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...). WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Distinguish fantasy from realistic text in a story	RLK.5 Recognize common types of text (e.g., storybooks, poems).	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)	RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with	

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	purpose and understanding.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	
E. Comprehension and discussion of Read-Alouds – Non-fiction and Informational Text		
Retell important facts and information from a nonfiction read-aloud.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
With assistance, categorize and organize facts and information within a given topic.	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	

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With assistance, create and interpret timelines and lifelines related to read-alouds.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
II. Reading		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<p>RIK.5 Identify the front cover, back cover, and title page of a book.</p> <p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate correct book orientation by holding book correctly and turning pages. Recognize that sentences in print are made up of separate words.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Understand that words are separated by spaces.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	
Distinguish letters, words, sentences, and stories. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	

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Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	RFK.1 Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.	
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	RFK.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	
Say the letters of the alphabet in order, either in song or recitation.		
B. Phonological and Phonemic Awareness		
Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.		
Identify whether pairs of environmental sounds are the same or different.		
Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.		
Orally segment sentences into discrete words. Demonstrate understanding that words are made up of sequences of sounds. Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes). In riddle games, supply words that begin with a target phoneme.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	

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Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	
Identify the number of syllables in a spoken word.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	

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<p>Blend individual phonemes to pronounce printed words.</p> <p>Understand that sometimes two or more printed letters stand for a single sound.</p> <p>Read and write any CVC word, e.g., sit or cat.</p> <p>Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p>Read at least 15 words generally identified as very high frequency words.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	
<p>Consonant Sounds and Spellings Taught in Kindergarten</p>		

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<p>/b/ spelled 'b' as in boy, 'bb', as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring /s/ spelled 's' as in sit, 'ss' as in dress /t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet /w/ spelled 'w' as in wet /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs /ch/ spelled 'ch' as in chop /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	
<p>Vowel Sounds and Spellings Taught in Kindergarten</p>		

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<p>/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but /ae/ spelled 'a_e' as in cake /ee/ spelled 'ee' as in bee /ie/ spelled 'i_e' as in bike /oe/ spelled 'o_e' as in note /ue/ spelled 'u_e' as in cute /er/ spelled 'er' as in her. /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
D. Oral Reading and Fluency		
<p>Read decodable stories that incorporate the specific code knowledge that has been taught.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p>	
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RFK.4 Read emergent-reader texts with purpose and understanding.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>LK.4 Determine or clarify the meaning of unknown and</p>	

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	multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
Demonstrate understanding of and use commas and end punctuation while reading orally.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RFK.4 Read emergent-reader texts with purpose and understanding.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of simple decodable text after reading independently.	RFK.4 Read emergent-reader texts with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RLK.1 With prompting and support, ask and answer questions about key details in a text. RIK.1 With prompting and support, ask and answer questions about key details in a text.	
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story. WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	

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Observing Craft and Structure		
<p>Understand and use words and phrases from a text that has been read independently.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 20px;">a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p style="padding-left: 20px;">b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p style="padding-left: 20px;">d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the written text to check and support understanding.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the</p>	

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	<p>relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
III. Writing		
<p>Draw pictures to represent a preference or opinion.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p>	
<p>Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	

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	<p>WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p>	
With assistance, add details to writing.	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
Create a title or caption to accompany a picture and/or shared writing.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">f. Produce and expand complete sentences in shared language activities.</p>	
IV. Language Conventions		
Form letters, words, phrases and sentences to communicate thoughts and ideas.	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">a. Print many upper- and lowercase letters</p> <p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">c. Write a letter or letters for most consonant and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	short-vowel sounds (phonemes).	
Apply basic spelling conventions. Use basic capitalization and punctuation in sentences to convey meaning.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A. Handwriting and Spelling		
Hold a pencil with a pincer grasp and make marks on paper.		
Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters	
Write own name.		
Write from left to right, leaving spaces between words, and top to bottom using return sweep.		
Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities. LK.2 Produce and expand complete sentences in shared language activities. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
B. Parts of Speech and Sentence Structure		
Use and understand question words, i.e., what, where, when, who, how.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when,	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	why, how).	
Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Produce and expand complete sentences orally and in shared writing exercises.	WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	
V. Poetry		
A. Mother Goose and other Traditional Poems*		

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<p>A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It's Raining, It's Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market Three Blind Mice</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Other Poems, Old and New*		
<p>April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
VI. Fiction		
A. Stories*		

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<p>The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folktale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folktale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
B. Aesop’s Fables*		
<p>The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
C. American Folk Heroes and Tall Tales*		
<p>Johnny Appleseed Casey Jones</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
D. Literary Terms		
<p>author illustrator</p>		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
VII. Sayings and Phrases		
<p>A dog is man's best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.</p>	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings. LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade K Language Art Objectives for Listening and Learning</p>		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting. Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.	W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	
Identify and express physical sensations, mental states, and emotions of self and others.	SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., during, beyond, toward).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL1.3 Describe characters, settings, and major events in	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	a story, using key details. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” (see page 34).	L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
Give simple directions.	W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. SL1.6 Produce complete sentences when appropriate to task and situation.	
Provide simple explanations.	RI1.1 Ask and answer questions about key details in a text. RI1.3 Describe characters, settings, and major events in a story, using key details. RI1.1 Ask and answer questions about key details in a text. RI1.2 Identify the main topic and retell key details of a text. RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI1.7 Use illustrations and details in a text to describe its key ideas. RI1.8 Identify the reasons an author gives to support points in a text. W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	

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	<p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL1.6 Produce complete sentences when appropriate to task and situation.</p>	
<p>Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.</p>	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 Describe characters, settings, and major events in a story, using key details.</p>	
<p>**Share writing with others (L.1.29).</p>	<p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	
<p>Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.</p>	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.7 Use illustrations and details in a text to describe its key ideas.</p> <p>RI.8 Identify the reasons an author gives to support points in a text.</p> <p>SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
<p>C. Comprehension and Discussion of Read-Alouds – All Texts</p>		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Distinguish the following genres of literature: fiction, nonfiction and drama.	<p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RI1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RI1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI1.2 Identify the main topic and retell key details of a text.</p> <p>RI1.7 Use illustrations and details in a text to describe its key ideas.</p>	
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.1 Ask and answer questions about key details in a text.</p>	
Retell key details.	<p>RI1.1 Ask and answer questions about key details in a text.</p> <p>RI1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>RI.2 Identify the main topic and retell key details of a text.</p> <p>RI.8 Identify the reasons an author gives to support points in a text.</p>	
<p>Ask questions to clarify information in a read-aloud.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	
<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>	<p>RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RI.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p style="padding-left: 40px;">a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	

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	<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RI.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RI.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	
<p>Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RI.1.6 Identify who is telling the story at various points in a text.</p>	
D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry		
<p>Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.</p>	<p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	text.	
Compare and contrast characters from different stories.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories.	
Change some story events and provide a different story ending.	W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Distinguish fantasy from realistic text in a story.	RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).	RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RII.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Identify the moral or lesson of a fable, folktale, or myth.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RI.1.6 Identify who is telling the story at various points in a text.	
Identify sensory language and how it is used to describe people, objects, places and events.	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. SL1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
E. Comprehension and Discussion of Read-Alouds: Non-Fiction and Informational Texts		
Generate questions and seek information from multiple sources to answer questions.	RII.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RII.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RII.7 Use illustrations and details in a text to describe its	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>key ideas.</p> <p>W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions)</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p>Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.</p>	<p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	
<p>With assistance, categorize and organize facts and information within a given topic.</p>	<p>RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	
<p>With assistance, create and interpret timelines and lifelines related to read-alouds.</p>	<p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>RI.2 Identify the main topic and retell key details of a text.</p> <p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p>**Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.1.24)</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>SL.5 Add drawings or other visual displays to descriptions when appropriate to task and situation.</p>	
<p>Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.</p>	<p>RI.7 Use illustrations and details in a text to describe its key ideas.</p>	
II. Reading		
A. Print Awareness		
<p>Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.</p> <p>Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).</p> <p>Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).</p> <p>Demonstrate correct book orientation by holding book correctly and turning pages.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>Recognize that sentences in print are made up of separate words.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
<p>Understand that words are separated by spaces.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p>Distinguish letters, words, sentences, and stories.</p>	<p>RF1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending</p>	

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	punctuation).	
<p>Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.</p> <p>Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.</p>	RF1.1 Demonstrate understanding of the organization and basic features of print.	
<p>Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.</p>		
<p>Say the letters of the alphabet in order, either in song or recitation.</p>		
B. Phonemic Awareness		
<p>Demonstrate understanding that words are made up of sequences of sounds.</p> <p>Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.</p> <p>Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p>In riddle games, supply words that begin with a target phoneme.</p> <p>Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.</p> <p>Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.</p> <p>Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
<p>Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p>Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to</p>	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	

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make cat.	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Identify the number of syllables in a spoken word.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
Blend individual phonemes to pronounce printed words. Understand that sometimes two or more printed letters stand for a single sound.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.	
Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings. L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	

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	<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	
<p>Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Sort and classify words according to the spelling used to represent a specific phoneme.</p>		
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p> <p>Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read at least 30 words generally identified as high frequency words.</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Consonant Sounds and Spellings Taught in 1st Grade</p>		

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<p>/b/ spelled 'b' as in boy, 'bb'; as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist /s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse /t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked /v/ spelled 'v' as in vet, 've' as in twelve /w/ spelled 'w' as in wet, 'wh' as in when /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>/ch/ spelled 'ch' as in chop, 'tch' as in itch /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the sound-spelling correspondences for common consonant digraphs.</p>	
<p>Vowel Sounds and Spellings Taught in 1st Grade</p>		

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/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow /ue/ spelled 'u_e' as in cute	RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.	
/aw/ spelled 'aw' as in paw /oo/ spelled 'oo' as in look, /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout /oi/ spelled 'oi' as in oil /er/ spelled 'er' as in her /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for	RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
D. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	RI.10 With prompting and support, read informational texts appropriately complex for grade 1. RF1.4 Read with sufficient accuracy and fluency to support comprehension.	
Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Use phonics skills in conjunction with context to confirm or self-correct word recognition and	RF1.4 Read with sufficient accuracy and fluency to support comprehension.	

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understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Demonstrate understanding of and use commas and end punctuation while reading orally.	RF1.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RF1.4 Read with sufficient accuracy and fluency to support comprehension.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of completely decodable text after reading independently	RF1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Sequence four to six pictures illustrating events from a text that has been read independently.	RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.2 Identify the main topic and retell key details of a text. RI.7 Use illustrations and details in a text to describe its key ideas.	
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RI.1 Ask and answer questions about key details in a text. RI.1 Ask and answer questions about key details in a text.	
Retell key details from a text that has been read independently.	RI.1 Ask and answer questions about key details in a text. RI.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.2 Identify the main topic and retell key details of a text. RI.8 Identify the reasons an author gives to support points in a text.	
Ask questions to clarify information about a text	RI.1 Ask and answer questions about key details in a	

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that has been read independently.	text. RI.1.1 Ask and answer questions about key details in a text.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.3 Describe characters, settings, and major events in a story, using key details.	
Observing Craft and Structure		
Identify basic text features and what they mean, including title, table of contents, and chapters.	RI.1.5 Know and use various text features (e.g., heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
Understand and use words and phrases from a text that has been read independently.	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
Compare and contrast similarities and differences within a single text or between multiple texts read independently.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	

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<p>Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.</p>	<p>descriptions, or procedures).</p> <p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are cozy).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.</p>	<p>RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	
<p>Use pictures accompanying the written text to check and support understanding.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a text to describe its key ideas.</p>	
<p>Make predictions prior to and while reading,</p>	<p>RI.1.10 With prompting and support, read prose and</p>	

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based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	poetry of appropriate complexity for grade 1. RI.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
Identify who is telling a story or providing information in a text.	RI.1.6 Identify who is telling the story at various points in a text.	
Identify temporal words that link and sequence events, i.e., first, next, then, etc.		
Identify words that link ideas, i.e., for example, also, in addition.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
F. Reading Comprehension- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Compare and contrast characters from different stories.	RI.1.9 Compare and contrast the adventures and experiences of characters in stories.	
Change some story events and provide a different story ending.		
Distinguish fantasy from realistic text in a story.	RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.1.27).	RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	
Identify the moral or lesson of a fable, folktale, or myth.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or	

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	lesson.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RI.1.6 Identify who is telling the story at various points in a text.	
Identify sensory language and how it is used to describe people, objects, places and events.	RI.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
G. Reading Comprehension – Non-Fiction and Informational Texts		
With assistance, create and interpret timelines and lifelines related to text read independently.	RI.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.2 Identify the main topic and retell key details of a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Distinguish text that describes events that happened long ago from text that describes contemporary or current events.	RI.1.7 Use illustrations and details in a text to describe its key ideas.	
III. Writing		
Writing to Reflect Audience, Purpose, and Task		
Add details to writing.	W1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
Begin to use tools, including technology, to plan, draft, and edit writing.	W1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Conducting Research		
Gather information from experiences or provided text sources.	W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions) W1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

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A. Narrative Writing		
Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Write a descriptive paragraph using sensory language.		
Create a title and an ending that are relevant to the narrative.	W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).	W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word because.	W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
Create a title that is relevant to the topic or subject of the text.	W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
If writing about a specific book or read-aloud, refer to the content of the text.	W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
IV. Language Conventions		

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Form letters, words, phrases and sentences to communicate thoughts and ideas.	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	
Apply basic spelling conventions.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
Use basic capitalization and punctuation in sentences to convey meaning.		
A. Handwriting and Spelling		
Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	
Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.		
Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write ate for eight, boi for boy, fone for phone.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Identify and use synonyms and antonyms.	L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	

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	<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
B. Parts of speech and Sentence Structure		
<p>Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>h. Use determiners (e.g. articles, demonstratives)</p>	
<p>Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	
<p>Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	
<p>Recognize, identify, and use adjectives orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Use frequently occurring adjectives.</p>	
<p>Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
<p>Recognize, identify, and use statements, questions, and exclamations orally, in written</p>	<p>L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	

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text, and in own writing.	speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
Produce and expand complete sentences orally and in shared writing exercises.	W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions) SL1.6 Produce complete sentences when appropriate to task and situation. L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week.	RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	RF1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences.	
Use commas appropriately in greetings and closings of letters, dates, and items in a series.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

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	c. Use commas in dates and to separate single words in a series.	
Write a simple friendly letter.		
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use quotation marks appropriately to designate direct speech.	L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
V. Poetry*		
<p>Hope (Langston Hughes) I Know All the Sounds the Animals Make (Jack Prelutsky) My Shadow (Robert Louis Stevenson) The Owl and the Pussycat (Edward Lear) The Pasture (Robert Frost) The Purple Cow (Gelett Burgess) Rope Rhyme (Eloise Greenfield) Sing a Song of People (Lois Lenski) Solomon Grundy (traditional) The Swing (Robert Louis Stevenson) Table Manners [also known as "The Goops"] (Gelett Burgess) Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child) Washington (Nancy Byrd Turner) Wynken, Blynken, and Nod (Eugene Field)</p>	RL1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
VI. Fiction		
A. Stories*		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Boy at the Dike (folktale from Holland) The Frog Prince Hansel and Gretel selections from The House at Pooh Corner (A. A.Milne) How Anansi Got Stories from the Sky God (folktale from West Africa) It Could Always Be Worse (Yiddish folktale) Jack and the Beanstalk The Knee-High Man (African-American folktale) Medio Pollito (Hispanic folktale) The Pied Piper of Hamelin Pinocchio The Princess and the Pea Puss-in-Boots Rapunzel Rumpelstiltskin Sleeping Beauty The Tale of Peter Rabbit (Beatrix Potter) Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby) Why the Owl Has Big Eyes (Native American legend)</p>		
B. Aesop's Fables*		
<p>The Boy Who Cried Wolf The Dog in the Manger The Wolf in Sheep's Clothing The Maid and the Milk Pail The Fox and the Grapes The Goose and the Golden Eggs</p>		
C. Different Lands, Similar Stories*		

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)</p>		
D. Literary Terms		
Characters, heroes, and heroines		
<p>Drama actors and actresses costumes, scenery and props theater, stage, audience</p>		
VII. Sayings and Phrases		
<p>A.M. and P.M. An apple a day keeps the doctor away. Do unto others as you would have them do unto you. [also in Kindergarten] Fish out of water Hit the nail on the head. If at first you don't succeed, try, try again. Land of Nod Let the cat out of the bag. The more the merrier. Never leave till tomorrow what you can do today. Practice makes perfect. [also in Kindergarten] Sour grapes There's no place like home.. Wolf in sheep's clothing</p>	<p>RL1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. L1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	

Core Knowledge Sequence Grade 1	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade 1 Language Art Objectives for Listening and Learning</p>		

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
Speak clearly with volume appropriate to the setting.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain</p>

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
comments, with either an adult or another child of the same age.	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	how each claim is supported by reasons and evidence.
Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Identify and express physical sensations, mental states, and emotions of self and others.		
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).		
Understand and use narrative language to describe people, places, things, locations, events, actions.	<p>SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
Understand and use common sayings and phrases such as "Don't judge a book by its cover" and "Better late than never" (see page 60).	<p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
Give simple directions.	<p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	<p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Provide simple explanations.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p>	
Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>SL3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
C. Comprehension and Discussion of Read-Alouds – All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p>
Distinguish the following genres of literature: fiction, nonfiction and drama.	<p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RI2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>	<p>RI3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a</p>

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>understanding of its characters, setting, or plot.</p> <p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>character or setting).</p> <p>RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>Sequence four to six pictures illustrating events in a read aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	
<p>Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Retell key details.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p> <p>SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
<p>Summarize in one's own words selected parts of a read-aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	
<p>Ask questions to clarify information in a read-aloud.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W2.8 Recall information from experiences or gather</p>	

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	<p>information from provided sources to answer a question.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
Observing Craft and Structure		
<p>Understand and use words and phrases heard in read-alouds.</p>	<p>RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.</p>	<p>RI2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific</p>

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<p>Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>descriptions and directions in the text.</p>
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	

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	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry</p>		

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Compare and contrast characters from different stories.	RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Describe characters in increasing depth by referring to dialogue and/or their actions in the story.	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Change some story events and provide a different story ending. Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
Distinguish fantasy from realistic text in a story.	RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
Identify the moral or lesson of a fable, folktale, or myth.	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Identify repetitions in phrases, refrains, or sounds in poems or songs.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Identify sensory language and how it is used to describe people, objects, places and events.	<p>RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>SL2.4 Tell a story or recount an experience with</p>	

Core Knowledge Sequence GRADE 2	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Describe the use of rhyme, rhythm and sensory images used in poetry.	RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
E. Comprehension and Discussion of Read-Alouds – Non-Fiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
With assistance, categorize and organize facts and information within a given topic.	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in text.</p> <p>RI.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information.</p>

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	<p>points, and provide a concluding statement or section.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>With assistance, create and interpret timelines and lifelines related to read-alouds.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
<p>Interpret information presented in diagrams, charts, graphs, etc.</p>	<p>RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.</p>	<p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
II. Reading		
A. Phonics: Decoding and Encoding		
<p>Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Blend individual phonemes to pronounce printed words.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
<p>Understand that sometimes two or more printed letters stand for a single sound.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading</p>	

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	<p>regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
<p>Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	
<p>Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.</p>	<p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	
<p>Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	
<p>Sort and classify words according to the spelling used to represent a specific phoneme.</p>		
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	
<p>Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Consonant Sounds and Spellings Taught in Second Grade</p>		

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<p>/b/ spelled 'b' as in boy, 'bb' as in tubby</p> <p>/d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled</p> <p>/f/ spelled 'f' as in fun, 'ff' as in stuff</p> <p>/g/ spelled 'g' as in get, 'gg' as in egg</p> <p>/h/ spelled 'h' as in him</p> <p>/j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe</p> <p>/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin</p> <p>/l/ spelled 'l' as in lip, 'll' as in sell</p> <p>/m/ spelled 'm' as in mad, 'mm' as in hammer</p> <p>/n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock</p> <p>/p/ spelled 'p' as in pet, 'pp' as in happy</p> <p>/r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist</p> <p>/s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse</p> <p>/t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked</p> <p>/v/ spelled 'v' as in vet, 've' as in twelve</p> <p>/w/ spelled 'w' as in wet, 'wh' as in when</p> <p>/x/ spelled 'x' as in tax</p> <p>/y/ spelled 'y' as in yes</p> <p>/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs</p> <p>/ch/ spelled 'ch' as in chop, 'tch' as in itch</p> <p>/sh/ spelled 'sh' as in ship</p> <p>/th/ spelled 'th' as in thin</p> <p>/th/ spelled 'th' as in then</p> <p>/qu/ spelled 'qu' as in quick</p> <p>/ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p>	
<p>Vowel Sounds and Spellings Taught in Second Grade</p>		

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/a/ spelled 'a' as in cat /e/ spelled 'e' as in get, 'ea' as in head /i/ spelled 'i' as in hit, 'y' as in myth /o/ spelled 'o' as in hot, 'a' as in wall /u/ spelled 'u' as in but, 'o' as in son	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great /ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key /ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night /oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow /ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	
/aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought /oo/ spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new, 'u_e' as in tune /oo/ spelled 'oo' as in soon /ou/ spelled 'ou' as in shout, 'ow' as in now /oi/ spelled 'oi' as in oil, 'oy' as in toy /er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in bird, 'ar' as in dollar /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for, 'ore' as in more, 'our' as in four, 'oor' as in door Schwa spelled 'a' as in about /shun/ spelled 'tion' as in mention	RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
B. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed	

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	<p>at the high end of the range.</p> <p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both 	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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	<p>print and digital, to determine or clarify the meaning of words and phrases.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	
<p>Demonstrate understanding of and use commas and end punctuation while reading orally.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	
<p>Read aloud, alone, or with a partner at least 20 minutes each day.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
C. Reading Comprehension – All Texts		
<p>Demonstrate understanding of text—the majority of which is decodable—after independent reading.</p>	<p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding</p>
Grasping Specific Details and Key Ideas		
<p>Sequence four to six pictures illustrating events from a text that has been read independently.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	
<p>Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Retell key details from a text that has been read independently.</p>	<p>RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.8 Describe how reasons support specific points the</p>	

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	author makes in a text.	
Summarize in one's own words selected parts of a text.	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Ask questions to clarify information about a text that has been read independently.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 Describe how characters in a story respond to major events and challenges	
Observing Craft and Structure		
Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Understand and use words and phrases from a text that has been read independently.	RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.5 Demonstrate understanding of word relationships	

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	<p>and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	
<p>Compare and contrast similarities and differences within a single text or between multiple texts read independently.</p>	<p>RI2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently</p>	<p>RI2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 	

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Integrating Information and Evaluating Evidence		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<p>RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Use pictures accompanying the written text to check and support understanding.	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.	<p>RI.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	
Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.	<p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
Interpret information that is read independently and then ask questions to clarify this information.	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate</p>	

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	<p>understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>Identify temporal words that link and sequence events, i.e., first, next, then, etc.</p>		<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>Identify words that link ideas, i.e., for example, also, in addition.</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
D. Reading Comprehension – Fiction, Drama, and Poetry		
<p>Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.</p>	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
<p>Compare and contrast characters from different stories.</p>	<p>RI.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<p>Describe characters in increasing depth by referring to dialogue and/or their actions in the story.</p>	<p>RI.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>Change some story events and provide a different story ending.</p>		
<p>Distinguish fantasy from realistic text in a story.</p>	<p>RI.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	
<p>Identify the moral or lesson of a fable, folktale, or myth.</p>	<p>RI.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	

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Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Identify sensory language and how it is used to describe people, objects, places, and events.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Identify repetitions in phrases, refrains, or sounds in poems or songs.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
Describe the use of rhyme, rhythm and sensory images used in poetry.	RL2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
E. Reading Comprehension – Non-Fiction and Informational Text		
Generate questions and seek information from multiple sources to answer questions.	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Interpret information presented in diagrams, charts, graphs, etc.	RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
With assistance, categorize and organize facts and information for a given topic.	RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop	

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	<p>points, and provide a concluding statement or section.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p>With assistance, create and interpret timelines and lifelines related to text read independently.</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
<p>Distinguish text that describes events that happened long ago from text that describes contemporary or current events.</p>	<p>RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
III. Writing		
Writing to Reflect Audience, Purpose, and Task		
<p>Add details to writing.</p>	<p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	
<p>Begin to use tools, including technology, to plan, draft, and edit writing.</p>	<p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p>W4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Conducting Research		

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Gather information from experiences or provided text sources.	<p>W2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
A. Narrative Writing		
Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
Write a personal narrative.	<p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
Create a title and an ending that are relevant to the narrative.	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	
B. Informative/Explanatory Writing		
Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).	<p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	
Group similar information into paragraphs.	<p>W2.2 Write informative/explanatory texts in which they</p>	

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	introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
Use linking words such as also, another, and, etc. to connect ideas within a paragraph.	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
C. Persuasive Writing (Opinion)		
Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion. Use words to link opinions with reasons or supporting details, such as because, also, another.	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	RL3.6 Distinguish their own point of view from that of the narrator or those of the characters. RI3.6 Distinguish their own point of view from that of the author of a text.
Create a title that is relevant to the topic or subject of the text.	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
If writing about a specific book or read-aloud, refer to the content of the text.	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
IV. Language Conventions		
Form sentences and paragraphs to communicate thoughts and ideas.	L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	
Apply basic spelling conventions.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	
Use basic capitalization and punctuation in sentences to convey meaning.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	

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A. Spelling		
Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Alphabetize words to the second letter.		
Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.	<p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	
Identify and use synonyms, antonyms, homophones, and compound words.	<p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	
B. Parts of Speech and Sentence Structure		
Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.	L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.	L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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	<p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p>	
Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p>	
Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	
Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	
Recognize, identify, and use adjectives orally, in written text, and in own writing. Recognize, identify, and use adverbs orally, in written text, and in own writing.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	
Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.		
Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.		
Recognize, identify, and use complete simple and compound sentences.	<p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The</p>	

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	action movie was watched by the little boy).	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic	
Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters.	
Write a simple friendly letter.		
Use apostrophes to create contractions and indicate possession, i.e., cat's meow.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use an apostrophe to form contractions and frequently occurring possessives.	
Use quotation marks appropriately to designate direct speech.	L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
V. Poetry*		
Bed in Summer (Robert Louis Stevenson) Bee! I'm expecting you (Emily Dickinson) Buffalo Dusk (Carl Sandburg) Caterpillars (Aileen Fisher) Discovery (Harry Behn) Harriet Tubman (Eloise Greenfield) Hurt No Living Thing (Christina Rossetti) Lincoln (Nancy Byrd Turner)	RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Specifically listed in CCSS (Grade 3)

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<p>The Night Before Christmas (Clement Clarke Moore)</p> <p>Rudolph Is Tired of the City (Gwendolyn Brooks)</p> <p>Seashell (Federico Garcia Lorca)</p> <p>Smart (Shel Silverstein)</p> <p>Something Told the Wild Geese (Rachel Field)</p> <p>There Was an Old Man with a Beard (Edward Lear)</p> <p>Who Has Seen the Wind? (Christina Rossetti)</p> <p>Windy Nights (Robert Louis Stevenson)</p>		
VI. Fiction		
A. Stories*		
<p>Beauty and the Beast</p> <p>The Blind Men and the Elephant (a fable from India)</p> <p>A Christmas Carol (Charles Dickens)</p> <p>Charlotte’s Web (E. B. White)</p> <p>The Emperor’s New Clothes (Hans Christian Andersen)</p> <p>The Fisherman and His Wife (Brothers Grimm)</p> <p>How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling)</p> <p>Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)</p> <p>The Magic Paintbrush (a Chinese folktale)</p> <p>El Pajaro Cu (a Hispanic folktale)</p> <p>selections from Peter Pan (James M. Barrie)</p> <p>Talk (a West African folktale)</p> <p>The Tiger, the Brahman, and the Jackal (a folktale from India)</p> <p>The Tongue-Cut Sparrow (a folktale from Japan)</p>	<p>RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>*Specifically listed in CCSS (Grade 3)</p>
B. Mythology of Ancient Greece*		
<p>Gods of Ancient Greece and Rome</p> <p>Zeus (Jupiter)</p>		

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Hera (Juno) Apollo (Apollo) Artemis (Diana) Poseidon (Neptune) Aphrodite (Venus) Demeter (Ceres) Ares (Mars) Hermes (Mercury) Athena (Minerva) Hephaestus (Vulcan) Dionysus (Bacchus) Eros (Cupid) Hades (Pluto)		
Mount Olympus: home of the gods		
Mythological creatures and characters Atlas (holding the world on his shoulders) centaurs Cerberus Pegasus Pan		
Greek Myths Prometheus (how he brought fire from the gods to men) Pandora's Box Oedipus and the Sphinx Theseus and the Minotaur Daedalus and Icarus Arachne the Weaver Swift-footed Atalanta Demeter and Persephone Hercules (Heracles) and the Labors of Hercules	RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
C. American Folk Heroes and Tall Tales*		

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Paul Bunyan Johnny Appleseed John Henry Pecos Bill Casey Jones	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
D. Literary Terms		
myth		
tall tale		
limerick		
VII. Sayings and Phrases		
Back to the drawing board Better late than never Cold feet Don't cry over spilled milk. Don't judge a book by its cover. Easier said than done Eaten out of house and home Get a taste of your own medicine Get up on the wrong side of the bed In hot water Keep your fingers crossed. Practice what you preach. The real McCoy Two heads are better than one. Turn over a new leaf Where there's a will there's a way. You can't teach an old dog new tricks.	L2.5 Demonstrate understanding of word relationships and nuances in word meanings. L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

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I. Reading and Writing		
A. Reading Comprehension and Response		
Independently read and comprehend longer works of fiction (“chapter books”) and nonfiction appropriately written for third grade or beyond.	<p>RL3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	
Point to specific words or passages that are causing difficulties in comprehension.		
Orally summarize main points from fiction and nonfiction readings.	<p>RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas and themes.</p> <p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally.</p> <p>SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing</p>

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	<p>the basis for the answers.</p> <p>SL3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>inferences from the text.</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.</p>	<p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	
<p>Know how to use a table of contents and index to</p>	<p>RI3.5 Use text features and search tools (e.g., key words,</p>	

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locate information.	sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
B. Writing		
<p>Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are</p>	

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	<p>appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	
<p>Know how to gather information from basic print sources (such as a children’s encyclopedia), and write a short report presenting the information in his or her own words.</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.</p>	<p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Produce written work with a beginning, middle, and end.</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

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	<p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Organize material in paragraphs and understand how to use a topic sentence</p> <p>How to develop a paragraph with examples and details that each new paragraph is indented</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	

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	<p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.</p>	<p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W3.2 Write informative/explanatory texts to examine a</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
C. Spelling Grammar and Usage		

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<p>Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.</p> <p>Use capital letters correctly.</p>	<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
<p>Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	
<p>Identify and use different sentence types: declarative (makes a statement) interrogative (asks a question) imperative (gives a command) exclamatory (for example, "What a hit!")</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I 	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	
<p>Know the following parts of speech and how they are used:</p> <p>nouns (for concrete nouns)</p> <p>pronouns (singular and plural)</p> <p>verbs: action verbs and auxiliary (helping) verbs</p> <p>adjectives (including articles: a before a consonant, an before a vowel, and the)</p> <p>adverbs</p>	<p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	
<p>Know how to use the following punctuation:</p> <p>end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date; between city and state in an address; in a series; after yes and no</p> <p>apostrophe: in contractions; in singular and plural possessive nouns</p>	<p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g.,</p>	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
Recognize and avoid the double negative.		
D. Vocabulary		
<p>Know what prefixes and suffixes are and how the following affect word meaning:</p> <p>Prefixes: re meaning “again” (as in reuse, refill) un meaning “not” (as in unfriendly, unpleasant) dis meaning “not” (as in dishonest, disobey) un meaning “opposite of” or “reversing an action” (as in untie, unlock) dis meaning “opposite of” or “reversing an action” (as in disappear, dismount)</p> <p>Suffixes: er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)</p>	<p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words. <p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 	

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	
<p>Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems:</p> <p>their, there, they're your, you're its, it's here, hear to, too, two</p>	<p>L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	
<p>Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).</p>		
<p>II. Poetry*</p>		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Adventures of Isabel (Ogden Nash) The Bee (Isaac Watts; see also below, “The Crocodile”) By Myself (Eloise Greenfield) Catch a Little Rhyme (Eve Merriam) The Crocodile (Lewis Carroll) Dream Variations (Langston Hughes) Eletelephony (Laura Richards) Father William (Lewis Carroll) First Thanksgiving of All (Nancy Byrd Turner) For want of a nail, the shoe was lost . . . (traditional) Jimmy Jet and His TV Set (Shel Silverstein) Knoxville, Tennessee (Nikki Giovanni) Trees (Sergeant Joyce Kilmer)</p>		
III. Fiction		
A. Stories*		
<p>Alice in Wonderland (Lewis Carroll) from The Arabian Nights: Aladdin and the Wonderful Lamp Ali Baba and the Forty Thieves The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper) The Husband Who Was to Mind the House (a Norse/English folktale, also known as “Gone is Gone”) The Little Match Girl (Hans Christian Andersen) The People Who Could Fly (an African American folktale) Three Words of Wisdom (a folktale from Mexico) William Tell selections from The Wind in the Willows: “The River Bank” and “The Open Road” (Kenneth Grahame)</p>		
Norse Mythology		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Asgard (home of the gods) Valhalla Hel (underworld) Odin Thor trolls Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]		
More Myths and Legends of Ancient Greece and Rome Jason and the Golden Fleece Perseus and Medusa Cupid and Psyche The Sword of Damocles Damon and Pythias Androcles and the Lion Horatius at the Bridge		
C. Literary terms		
biography and autobiography		
Fiction and nonfiction		
IV. Sayings and Phrases		

Core Knowledge Sequence GRADE 3	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Actions speak louder than words. His bark is worse than his bite. Beat around the bush Beggars can't be choosers. Clean bill of health Cold shoulder A feather in your cap Last straw Let bygones be bygones. One rotten apple spoils the whole barrel. On its last legs Rule the roost The show must go on. Touch and go When in Rome do as the Romans do. Rome wasn't built in a day.</p>	<p>RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.</p>	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W4.10 Write routinely over extended time frames (time</p>	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	
<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:</p> <ul style="list-style-type: none"> understanding the purpose and audience of the writing defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs documenting sources in a rudimentary bibliography 	<p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related 	

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	<p>to the information or explanation presented.</p> <p>W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.</p>	
<p>Organize material in paragraphs and understand how to use a topic sentence</p> <p>How to develop a paragraph with examples and details that each new paragraph is indented</p>	<p>W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. <p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	
B. Grammar and Usage		
<p>Understand what a complete sentence is, and identify subject and predicate in single-clause sentences</p> <p>Distinguish complete sentences from fragments</p> <p>Identify and correct run-on sentences</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>than a red small bag).</p> <ul style="list-style-type: none"> e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	
<p>Identify subject and verb in a sentence and understand that they must agree.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.</p> <p>Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 	
<p>Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point</p> <p>comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue</p> <p>apostrophe: in contractions, in singular and plural possessive nouns</p> <p>quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles</p>	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	
<p>Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
Use underlining or italics for titles of books.	<p>L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>im, in (as in impossible, incorrect)</p> <p>non (as in nonfiction, nonviolent)</p> <p>mis (as in misbehave, misspell)</p> <p>en (as in enable, endanger)</p> <p>pre (as in prehistoric, pregame)</p> <p>Suffixes:</p> <p>ily, y (as in easily, speedily, tricky)</p> <p>ful (as in thoughtful, wonderful)</p>	<p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking;</p>	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>able, ible (as in washable, flexible) ment (as in agreement, amazement)</p>	<p>I am walking; I will be walking) verb tenses.</p> <ul style="list-style-type: none"> c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* <p>L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
<p>Review correct usage of problematic homophones: their, there, they're your, you're its, it's here, hear to, too, two</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	
II. Poetry		
A. Poems*		
<p>Afternoon on a Hill (Edna St. Vincent Millay) Clarence (Shel Silverstein) Clouds (Christina Rossetti) Concord Hymn (Ralph Waldo Emerson) Dreams (Langston Hughes) the drum (Nikki Giovanni) Fog (Carl Sandburg) George Washington (Rosemary and Stephen Vincent Benet) Humanity (Elma Stuckey) Life Doesn't Frighten Me (Maya Angelou) Monday's Child Is Fair of Face (traditional) Paul Revere's Ride (Henry Wadsworth Longfellow) The Pobble Who Has No Toes (Edward Lear) The Rhinoceros (Ogden Nash) Things (Eloise Greenfield) A Tragic Story (William Makepeace Thackeray)</p>	<p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	
B. Terms		
<p>stanza and line</p>	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	
III. Fiction		
A. Stories*		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Fire on the Mountain (an Ethiopian folktale) from Gulliver’s Travels: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)</p> <p>The Legend of Sleepy Hollow and Rip Van Winkle (Washington Irving)</p> <p>The Magic Brocade (a Chinese folktale)</p> <p>Pollyanna (Eleanor Porter)</p> <p>Robinson Crusoe (Daniel Defoe)</p> <p>Robin Hood</p> <p>St. George and the Dragon</p> <p>Treasure Island (Robert Louis Stevenson)</p>	<p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
B. Myths and Mythical Creatures*		
<p>Legends of King Arthur and the Knights of the Round Table</p> <p>How Arthur Became King</p> <p>The Sword in the Stone</p> <p>The Sword Excalibur</p> <p>Guinevere</p> <p>Merlin and the Lady of the Lake</p> <p>Sir Lancelot</p>	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
C. Literary Terms		
<p>novel</p> <p>plot</p> <p>setting</p>	<p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	
IV. Speeches*		

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Patrick Henry: "Give me liberty or give me death" Sojourner Truth: "Ain't I a woman?"	<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
V. Sayings and Phrases		
<p>An ounce of prevention is worth a pound of cure. As the crow flies Beauty is only skin deep. The bigger they are, the harder they fall. Birds of a feather flock together. Blow hot and cold Break the ice Bull in a china shop Bury the hatchet Can't hold a candle to Don't count your chickens before they hatch. Don't put all your eggs in one basket. Etc. Go to pot Half a loaf is better than none. Haste makes waste. Laugh and the world laughs with you. Lightning never strikes twice in the same place. Live and let live. Make ends meet. Make hay while the sun shines. Money burning a hole in your pocket Once in a blue moon One picture is worth a thousand words. On the warpath</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).</p>	

Core Knowledge Sequence GRADE 4	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
RSVP Run-of-the-mill Seeing is believing. Shipshape Through thick and thin Timbuktu Two wrongs don't make a right. When it rains, it pours. You can lead a horse to water, but you can't make it drink.		
<p>*Reading: Text complexity and the growth of comprehension</p> <p>The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>(Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.</p>	<p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. <p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). <p>W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>L5.3 Use knowledge of language and its conventions</p>	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	
<p>Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:</p> <ul style="list-style-type: none"> understanding the purpose and audience of the writing defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs illustrating points with relevant examples documenting sources in a rudimentary bibliography 	<p>W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>which point[s]").</p> <p>RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
B. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons		
Identify subject and verb in a sentence and understand that they must agree.		
Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor). 	
Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.		
Correctly use punctuation studied in earlier grades, as well as the colon before a list, commas with an appositive	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>element from the rest of the sentence.</p> <ul style="list-style-type: none"> c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	
<p>Use underlining or italics for titles of books.</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	
C. Vocabulary		
<p>Know how the following prefixes and suffixes affect word meaning:</p> <p>Prefixes:</p> <p>anti (as in antisocial, antibacterial) inter (as in interstate)</p> <p>co (as in coeducation, co-captain)</p> <p>mid (as in midnight, Midwest)</p> <p>fore (as in forefather, foresee) post (as in postseason, postwar)</p> <p>il, ir (as in illegal, irregular) semi (as in semicircle, semiprecious)</p> <p>Suffixes:</p>	<p>RF5.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
ist (as in artist, pianist) ish (as in stylish, foolish) ness (as in forgiveness, happiness) tion, sion (as in relation, extension)	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	
II. Poetry		
A. Poems*		
The Arrow And The Song (Henry Wadsworth Longfellow) Barbara Frietchie (John Greenleaf Whittier) Battle Hymn of the Republic (Julia Ward Howe) A bird came down the walk (Emily Dickinson) Casey at the Bat (Ernest Lawrence Thayer) The Eagle (Alfred Lord Tennyson) I Hear America Singing (Walt Whitman) I like to see it lap the miles (Emily Dickinson) I, too, sing America (Langston Hughes) Jabberwocky (Lewis Carroll) Narcissa (Gwendolyn Brooks) O Captain! My Captain! (Walt Whitman) A Poison Tree (William Blake) The Road Not Taken (Robert Frost) The Snowstorm (Ralph Waldo Emerson) Some Opposites (Richard Wilbur) The Tiger (William Blake) A Wise Old Owl (Edward Hersey Richards)	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>*Specifically listed in CCSS</p>	
B. Terms		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
onomatopoeia alliteration	RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
III. Fiction and Drama		
A. Stories*		
<p>The Adventures of Tom Sawyer (Mark Twain)</p> <p>episodes from Don Quixote (Miguel de Cervantes)</p> <p>Little Women (Part First) (Louisa May Alcott)</p> <p>Narrative of the Life of Frederick Douglass (Frederick Douglass)</p> <p>The Secret Garden (Frances Hodgson Burnett)</p> <p>Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)</p>	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
B. Drama*		
<p>A Midsummer Night’s Dream (William Shakespeare)</p>	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
<p>Terms: tragedy and comedy act, scene Globe Theater</p>	<p>RL5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	
C. Myths and Legends*		

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)</p> <p>Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)</p> <p>Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)</p>	<p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>a. Read on-level text with purpose and understanding</p>	
D. Literary Terms		
Pen name (pseudonym)		
<p>Literal and figurative language imagery metaphor and simile symbol personification</p>	<p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	
IV. Speeches*		
<p>Abraham Lincoln: The Gettysburg Address</p> <p>Chief Joseph (Highh’moot Tooyalakekt): “I will fight no more forever”</p>	<p>RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	
V. Sayings and Phrases		
<p>Birthday suit</p> <p>Bite the hand that feeds you.</p> <p>Chip on your shoulder</p> <p>Count your blessings.</p> <p>Eat crow</p> <p>Eleventh hour</p> <p>Eureka!</p> <p>Every cloud has a silver lining.</p> <p>Few and far between</p> <p>Forty winks</p> <p>The grass is always greener on the other</p>	<p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L5.6 Acquire and use accurately grade-appropriate</p>	

Core Knowledge Sequence GRADE 5	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>side (of the hill). To kill two birds with one stone Lock, stock and barrel Make a mountain out of a molehill A miss is as good as a mile. It's never too late to mend. Out of the frying pan and into the fire. A penny saved is a penny earned. Read between the lines. Sit on the fence Steal his/her thunder Take the bull by the horns. Till the cows come home Time heals all wounds. Tom, Dick and Harry Vice versa A watched pot never boils. Well begun is half done. What will be will be</p>	<p>general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
<p>*Reading: Text complexity and the growth of comprehension The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing Grammar and Usage		
A. Writing and Research		
Learn strategies and conventions for writing a persuasive essay, with attention to defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone		
Write a research essay, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography		
Write a standard business letter.		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
		<p>link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>Give a short speech to the class that is well-organized and well-supported.</p>		<p>SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.</p>		<p>SL4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

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C. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate, identify independent and dependent clauses, correct fragments and run-ons		
Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences		
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.		
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.		
Recognize the following troublesome verbs and how to use them correctly: sit, set rise, raise lie, lay		
Correctly use the following: good / well between / among bring / take accept / except fewer / less like / as affect / effect who / whom imply / infer principle / principal		

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their / there / they're		
D. Spelling		
Review spelling rules for use of <i>ie</i> and <i>ei</i> ; for adding prefixes and suffixes		
Continue work with spelling, with special attention to commonly misspelled words, including: acquaintance amateur analyze answer athlete Britain characteristic committee conscious cooperate criticize dependent develop embarrassed exaggerate exercise fulfill gymnasium hypocrite innocence interrupt license marriage minimum naturally occurrence parallel		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
peasant philosopher possess privilege receipt recommendation repetition restaurant rhythm separate similar sophomore substitute success suspicion tragedy woman writing		
E. Vocabulary		
<i>Latin/Greek Word Meaning Examples</i> annus [L] year annual, anniversary ante [L] before antebellum, antecedent aqua [L] water aquarium astron [G] star astronaut, astronomy bi [L] two bisect, bipartisan bios [G] life biology, biography centum [L] hundred cent, percent decem [L] ten decade, decimal dico, dictum [L] say, thing said dictation, dictionary duo [G, L] two duplicate ge [G] earth geology, geography		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p> hydor [G] water hydrant, hydroelectric magnus [L] large, great magnificent, magnify mega [G] large, great megaphone, megalomania mikros [G] small microscope, microfilm minus [L] smaller diminish, minor monos [G] single monologue, monarch, monopoly omnis [L] all omnipotent, omniscient phileo [G] to love philosophy, philanthropist phone [G] sound, voice phonograph, telephone photo [from G <i>phos</i>/light photograph, photocopy poly [G] many polygon post [L] after posthumous, posterity pre [L] before predict, prepare primus [L] first primary, primitive protos [G] first prototype, protozoa psyche[G] soul, mind psychology quartus [L] fourth quadrant, quarter tele [G] at a distance telephone, television, telepathy thermos [G] heat thermometer, thermostat tri [G, L] three trilogy, triangle unus [L] one unanimous, unilateral video, visum [L] see, seen evident, visual vita [L] life vitality, vitamin </p>		
II. Poetry		
A. Poems		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>All the world's a stage [from <i>As You Like It</i>] (William Shakespeare)</p> <p>Apostrophe to the Ocean [from <i>Childe Harold's Pilgrimage</i>, Canto 4, Nos. 178-184] (George Gordon Byron)</p> <p>I Wandered Lonely as a Cloud (William Wordsworth)</p> <p>If (Rudyard Kipling)</p> <p>Mother to Son (Langston Hughes)</p> <p>Lift Ev'ry Voice and Sing (James Weldon Johnson)</p> <p>A narrow fellow in the grass (Emily Dickinson)</p> <p>A Psalm of Life (Henry Wadsworth Longfellow)</p> <p>The Raven (Edgar Allan Poe)</p> <p>A Song of Greatness (a Chippewa song, trans. Mary Austin)</p> <p>Stopping by Woods on a Snowy Evening (Robert Frost)</p> <p>Sympathy (Paul Laurence Dunbar)</p> <p>There is no frigate like a book (Emily Dickinson)</p> <p>The Walloping Window-blind (Charles E. Carryl)</p> <p>Woman Work (Maya Angelou)</p>		
B. Terms		
meter		
iamb		
couplet		
rhyme scheme		
free verse		
III. Fiction and Drama		
A. Stories		
<p><i>The Iliad</i> and <i>The Odyssey</i> (Homer)</p> <p><i>The Prince and the Pauper</i> (Mark Twain)</p>		
B. Drama		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<i>Julius Caesar</i> (William Shakespeare)		
C. Classical Mythology		
Apollo and Daphne Orpheus and Eurydice Narcissus and Echo Pygmalion and Galatea		
D. Literary Terms		
Epic		
Literal and figurative language (review from grade 5) imagery metaphor and simile symbol personification		
IV. Sayings and Phrases		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>All for one and one for all. All's well that ends well. Bee in your bonnet The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the bush. Bite the dust Catch-as-catch-can Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint Nothing will come of nothing. Once bitten, twice shy. On tenterhooks Pot calling the kettle black Procrastination is the thief of time. The proof of the pudding is in the eating. RIP The road to hell is paved with good intentions. The road to hell is paved with good intentions. Rome wasn't built in a day. Rule of thumb A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot Tenderfoot</p>	(DRAFT)	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.		
Write research essays, with attention to asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		
Give a short speech to the class that is well-organized and well-supported.		
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.		
C. Grammar		
Parts of the Sentence		
Prepositional phrases Identify as adjectival or adverbial Identify word(s) modified by the prepositional phrase Object of preposition (note that pronouns are in objective case)		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Punctuation of prepositional phrases		
Subject and verb Find complete subject and complete predicate Identify simple subject and simple verb (after eliminating prepositional phrases): in statements in questions in commands (you understood) with there and here Auxiliary verbs Noun of direct address Subject-verb agreement: with compound subjects with compound subjects joined by <i>or</i> with indefinite pronouns (for example, everyone, anyone, some, all)		
Complements Find direct and indirect objects Review linking vs. action verbs Predicate nominative Predicate adjective		
Appositives Identify and tell which noun is renamed Use of commas with appositive phrases		
Participles Identify past, present participles Identify participial phrases Find the noun modified Commas with participial phrases		
Gerunds and gerund phrases Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate nominative, object of preposition)		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Infinitives and infinitive phrases Adjective and adverb: find the word it modifies Noun: tell its use in the sentence		
Clauses		
Review: sentences classified by structure Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex		
Review independent (main) v. dependent (subordinate) clauses		
Kinds of dependent clauses Adjective clauses Identify and tell noun modified Introductory words: relative pronouns, relative adverbs (where, when) Implied "that" Commas with nonrestrictive (nonessential) adjective clause Adverb clauses Identify and tell the word(s) modified Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where) Comma after introductory adverbial clause Noun clauses Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)		
D. Spelling		
Continue work with spelling, with special attention to commonly misspelled words, including: achievement		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>address analysis anonymous argument beginning business college conscience control criticism despise definite description doesn't environment excellent existence grammar hypocrisy immediately interpret knowledge lieutenant medieval muscle muscular occasionally offense particularly persuade politician prejudice probably recognize remembrance</p>		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
responsibility rhyme sacrifice scholar shepherd sincerely sponsor succeed surprise tendency thorough truly women written		
E. Vocabulary		
<i>Latin/Greek Word Meaning Examples</i> ab [L] away from abnormal, absent ad [L] to, forward advocate, advance amo [L] love amiable, amorous audio [L] hear audience, inaudible auto [G] self automobile, autocrat bene [L] good/well beneficial, benefit circum [L] around circulate, circumference celer [L] swift accelerate chronos [G] time chronological cresco [L] grow increase, decrease cum [L] with compose, accommodate curro [L] run current, cursive, course demos [G] people democracy, epidemic erro [L] wander, stray error, erratic ex [L] from, out of exclaim, exhaust extra [L] outside extravagant, extraordinary facio [L] make effect, affect		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
fero [L] bring, bear confer, defer fragilis [L] breakable fragile, fragment finis [L] end confine, finality homos [G] same homogenous hyper [G] over, beyond hypertension, hyperactive hypo [G] under, beneath hypodermic, hypothesis jacio [L] throw eject, interject judex [L] a judge judge, prejudice juro [L] swear jury, perjury makros [G] long macrocosm malus [L] bad malady, malice manus [L] hand manufacture, manuscript morphe [G] form metamorphosis, amorphous neos [G] new neophyte pan [G] all panorama, panacea pedis [L] foot pedal, biped polis [G] city metropolis pro [L] before, for proceed, propose, prodigy pseudos [G] a lie pseudonym re [L] back, again react, reply, revise scribo[L] write scribble, inscribe sentio [L] feel (with senses) sensation, sensual, sentry sequor [L] follow subsequent, sequel solvo [L] loosen solution, dissolve, solvent specto [L] look at inspect, speculate, perspective strictus [L] drawn tight strict, constricted sub [L] under subdue, subject, subtract super [L] above superficial, superlative, supreme syn [G] together synchronize, synthesis tendo [L] stretch tension, intense, detention teneo [L] hold, keep contain, content, maintain trans [L] across transfer, transcontinental valeo [L] be strong prevail, valiant venio [L] come event, advent		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
voco [L] call vocal, voice, vociferous volvo [L] revolve evolve, revolution zoon, zoe [G] animal, life zoology, protozoa		
II. Poetry		
A. Poems		
Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i> ; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen) Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)		
B. Elements of Poetry		
Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration		
Stanzas and refrains		RL5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
Forms ballad sonnet lyric narrative limerick		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
haiku		
Types of rhyme: end, internal, slant, eye		
III. Fiction and Drama		
A. Short Stories		
“The Gift of the Magi” (O. Henry) “The Necklace” (Guy de Maupassant) “The Secret Life of Walter Mitty” (James Thurber) “The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)		
B. Novels/Novellas		
<i>The Call of the Wild</i> (Jack London) <i>Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson)		
C. Elements of Fiction		
Review aspects of plot and setting		
Theme		
Point of view in narration omniscient narrator unreliable narrator third person limited first person		RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RI4.6 Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. RL5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Conflict: external and internal		
Suspense and climax		
D. Essays and Speeches		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
"Shooting an Elephant" (George Orwell) "The Night the Bed Fell" (James Thurber) "Declaration of War on Japan" (Franklin D. Roosevelt)		
E. Autobiography		
<i>Diary of a Young Girl</i> (Anne Frank)		
F. Drama		
<i>Cyrano de Bergerac</i> (Edmond Rostand)		
Elements of drama Tragedy and comedy (review) Aspects of conflict, suspense, and characterization Soliloquies and asides		
G. Literary Terms		
Irony: verbal, situational, dramatic		
Flashbacks and foreshadowing		
Hyperbole; oxymoron; parody		
IV. Foreign Phrases Commonly Used in English		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]</p> <p>bona fides - good faith; sincere, involving no deceit or fraud</p> <p>carpe diem - seize the day, enjoy the present</p> <p>caveat emptor - let the buyer beware, buy at your own risk</p> <p>de facto - in reality, actually existing</p> <p>in extremis - in extreme circumstances, especially at the point of death</p> <p>in medias res - in the midst of things</p> <p>in toto - altogether, entirely</p> <p>modus operandi - a method of procedure</p> <p>modus vivendi - a way of living, getting along</p> <p>persona non grata - an unacceptable or unwelcome person</p> <p>prima facie - at first view, apparently; self-evident</p> <p>pro bono publico - for the public good</p> <p>pro forma - for the sake of form, carried out as a matter of formality</p> <p>quid pro quo - something given or received in exchange for something else</p> <p>requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]</p> <p>sic transit gloria mundi - thus passes away the glory of the world</p> <p>sine qua non - something absolutely indispensable [literally, "without which not"]</p> <p>sub rosa – secretly</p>		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.		
Write research essays, with attention to <ul style="list-style-type: none"> asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography 		
B. Speaking and Listening		
Participate civilly and productively in group discussions.		
Give a short speech to the class that is well-organized and well-supported.		
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.		
C. Grammar		
Punctuation		
Review punctuation based on sentence structure, including <ul style="list-style-type: none"> semi-colons commas with phrases and clauses 		
Review other punctuation, including punctuation of quotations, dialogue		

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use of parentheses hyphens dashes colons italics apostrophes		
Misplace Modifiers		
Phrases and clauses go as near as possible to the word(s) they modify. Dangling modifiers Two-way modifiers		
Parallelism		
Parallelism is expressing ideas of equal importance using the same grammatical constructions.		
Kinds of parallelism coordinate (using coordinating conjunctions <i>and</i> , <i>but</i> , <i>or</i> , <i>nor</i> , <i>yet</i>) compared/contrasted correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also)		
Correcting faulty parallelism repeating words (articles, prepositions, pronouns) to maintain parallelism completing parallel construction revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)		
Sentence Variety		
Review sentences classified by structure: simple, compound, complex, compound-complex.		
Varying sentence length and structure to avoid monotony		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Varying sentence openings		
D. Spelling		
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <ul style="list-style-type: none"> absence accommodate analysis attendance believe bureau capitol colonel committee correspondence curiosity defendant dessert desperate dissatisfied extraordinary fascinating foreign guarantee hygiene independence laboratory library lightning maintenance mileage necessary occurrence permanence 		

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physician prairie sergeant souvenir straight technique temporary vacuum whether		
E. Vocabulary		
aequus [L] equal equal, equation ago, acta [L] do, things done agent, enact, transact anthropos [G] man, human being anthropology, misanthrope ars [L] art artist, artifact brevis [L] short brevity, abbreviate canto [L] sing chant, cantor caput [L] head captain, decapitate clino [L] to lean, bend incline, decline cognito [L] know cognizant, recognize copia [L] plenty copy, copious credo [L] believe credible, incredulous culpa [L] blame culpable, culprit dominus [L] a lord, master dominate, dominion duco [L] lead abduct, introduce fido [L] to trust, believe confide, infidel fundo, fusum [L] pour, thing poured effusive, transfusion genus [L] kind, origin generic, congenital holos [G] whole holistic, catholic jungo [L] join junction, conjugal lego, lectum [L] read, thing read intellect, legible locus [L] a place local, dislocate loquor [L] speak eloquent, loquacious		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>medius [L] middle mediate, mediocrity missio [L] a sending emissary, mission morior [L] die mortal nego [L] deny negate nihil [L] nothing nihilism, annihilate occido [L] kill homicide, suicide pathos[G] suffering, feeling sympathy, apathy pendo [L] weigh, hang depend, pendant per [L] through perceive, persist, persevere phobos [G] fear phobia, claustrophobia plenus [L] full plenty, plenary positum [L] placed position, opposite porto [L] carry transport, export possum [L] be able possible, potent pugno [L] to fight impugn, pugnacious punctum [L] point punctual, punctuation rego [L] to rule regular, regency sanguis [L] blood sanguine satis [L] enough satisfy scio [L] know science, conscious solus [L] alone solo, desolate sonus [L] a sound unison, consonant sophos [G] wise philosophy, sophomore spiritus [L] breath inspire, spirit totus [L] whole totalitarianism tractum [L] drawn, pulled distract, tractor usus [L] use abuse, utensil vacuus [L] empty evacuate, vacuum verbum [L] word verbal verto [L] turn avert, convert, anniversary via [L] way, road deviate, viaduct</p>		

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing Grammar and Usage		
A. Writing and Research		
<p>Learn strategies and conventions for writing a persuasive essay, with attention to:</p> <ul style="list-style-type: none"> defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone 	<p>W.6.1 – (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>W.6.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.8 - (see also <i>WHST.6-8.8</i>) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.6.2 - (see also <i>RH.6-8.2</i> and <i>RST.6-8.2</i>) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	
Write a research essay, with attention to: asking open-ended questions gathering relevant data through library and field	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p>	

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<p>research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography</p>	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p>	

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	<p>W.6.6 - (see also <i>WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 - (see also <i>WHST.6-8.8</i>) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). <p>W.6.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Write a standard business letter.	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. 	

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	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time</p>	

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	<p>frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>W.6.6 - (see also <i>WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
B. Speaking and Listening		
Participate civilly and productively in group discussions.	<p>SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	

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	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
Give a short speech to the class that is well-organized and well-supported.	<p>SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.	<p>SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	

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	<p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
C. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate, identify independent and dependent clauses, correct fragments and run-ons		<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences		<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set 	

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	off nonrestrictive/parenthetical elements.	
<p>Recognize the following troublesome verbs and how to use them correctly:</p> <p>sit, set rise, raise lie, lay</p>	<p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	
<p>Correctly use the following:</p> <p>good / well between / among bring / take accept / except fewer / less like / as affect / effect who / whom imply / infer principle / principal their / there / they're</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwhasteful, thrifty</i>).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
D. Spelling		
<p>Review spelling rules for use of <i>ie</i> and <i>ei</i>; for adding prefixes and suffixes</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>	
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <p>acquaintance amateur analyze answer athlete Britain</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	

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characteristic committee conscious cooperate criticize dependent develop embarrassed exaggerate exercise fulfill gymnasium hypocrite innocence interrupt license marriage minimum naturally occurrence parallel peasant philosopher possess privilege receipt recommendation repetition restaurant rhythm separate similar sophomore substitute success suspicion tragedy woman writing	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> annus [L]—year—annual , anniversary ante [L]—before—antebellum, antecedent aqua [L]—water—aquarium astron [G—star—astronaut, astronomy bi [L]—two—bisect, bipartisan bios [G]—life —biology, biography centum [L]—hundred—cent, percent decem [L]—ten—decade, decimal dico, dictum [L]—say, thing said—dictation, dictionary	L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	

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<p>duo [G, L]—two—duplicate ge [G]—earth—geology, geography hydor [G]—water—hydrant, hydroelectric magnus [L]—large, great—magnificent, magnify mega [G]—large, great—megaphone, megalomania mikros [G]—small—microscope, microfilm minus [L]—smaller—diminish, minor monos [G] —single—monologue, monarch, monopoly omnis [L] —all—omnipotent, omniscient phileo [G] —to love—philosophy, philanthropist phone [G] —sound, voice—phonograph, telephone photo [from G <i>phos</i>]—light—photograph, photocopy poly [G] —many—polygon post [L] —after—posthumous, posterity pre [L] —before—predict, prepare primus [L] —first—primary, primitive protos [G] —first—prototype, protozoa psyche[G] —soul, mind—psychology quartus [L] —fourth—quadrant, quarter tele [G] —at a distance—telephone, television, telepathy thermos [G] —heat—thermometer, thermostat tri [G, L] —three—trilogy, triangle unus [L] —one—unanimous, unilateral video, visum [L] —see, seen—evident, visual vita [L] —life—vitality, vitamin</p>		
II. Poetry		
A. Poems		

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<p>All the world's a stage [from <i>As You Like It</i>] (William Shakespeare)</p> <p>Apostrophe to the Ocean [from <i>Childe Harold's Pilgrimage</i>, Canto 4, Nos. 178-184] (George Gordon Byron)</p> <p>I Wandered Lonely as a Cloud (William Wordsworth)</p> <p>If (Rudyard Kipling)</p> <p>Mother to Son (Langston Hughes)</p> <p>Lift Ev'ry Voice and Sing (James Weldon Johnson)</p> <p>A narrow fellow in the grass (Emily Dickinson)</p> <p>A Psalm of Life (Henry Wadsworth Longfellow)</p> <p>The Raven (Edgar Allan Poe)</p> <p>A Song of Greatness (a Chippewa song, trans. Mary Austin)</p> <p>Stopping by Woods on a Snowy Evening (Robert Frost)</p> <p>Sympathy (Paul Laurence Dunbar)</p> <p>There is no frigate like a book (Emily Dickinson)</p> <p>The Walloping Window-blind (Charles E. Carryl)</p> <p>Woman Work (Maya Angelou)</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	

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	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	
B. Terms		

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meter iamb couplet rhyme scheme free verse	<p>RL.6.5- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
III. Fiction and Drama		
A. Stories		
<p><i>The Iliad</i> and <i>The Odyssey</i> (Homer) <i>The Prince and the Pauper</i> (Mark Twain)</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	

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	<p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
B. Drama		
<p><i>Julius Caesar</i> (William Shakespeare)</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on</p>	

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	<p>meaning and tone.</p> <p>RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</p>	

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	phrase important to comprehension or expression.	
C. Classical Mythology		
Apollo and Daphne Orpheus and Eurydice Narcissus and Echo Pygmalion and Galatea	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	

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	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
D. Literary Terms		
Epic	L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Literal and figurative language (review from grade 5) imagery metaphor and simile symbol personification	<p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
IV. Sayings and Phrases		
<p>All for one and one for all. All's well that ends well. Bee in your bonnet The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the bush. Bite the dust Catch-as-catch-can Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint Nothing will come of nothing. Once bitten, twice shy. On tenterhooks</p>	<p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Pot calling the kettle black Procrastination is the thief of time. The proof of the pudding is in the eating. RIP The road to hell is paved with good intentions. Rome wasn't built in a day. Rule of thumb A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot Tenderfoot There's more than one way to skin a cat. Touché! Truth is stranger than fiction.</p>		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.</p>	<p>W.7.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.7.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.7.4 - (<i>see also WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5 - (<i>see also WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>W.7.6 - (<i>see also WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources</p> <p>W.7.10 - (<i>see also WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

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<p>Write research essays, with attention to:</p> <ul style="list-style-type: none"> ◦ asking open-ended questions ◦ gathering relevant data through library and field research ◦ summarizing, paraphrasing, and quoting accurately when taking notes ◦ defining a thesis (that is, a central proposition, a main idea) ◦ organizing with an outline ◦ integrating quotations from sources ◦ acknowledging sources and avoiding plagiarism ◦ preparing a bibliography 	<p>W.7.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 - (see also <i>WHST.6-8.8</i>) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>W.7.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
B. Speaking and Listening		
<p>Participate civilly and productively in group discussions.</p>	<p>SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 - [Audience Role] Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 - [Audience Role] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	
<p>Give a short speech to the class that is well-organized and well-supported.</p>	<p>SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
<p>Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.</p>	<p>SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3... for specific expectations.)</p> <p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>modifiers.</p> <p>L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
C. Grammar		
Parts of the Sentence		
<p>Prepositional phrases</p> <p>Identify as adjectival or adverbial</p> <p>Identify word(s) modified by the prepositional phrase</p> <p>Object of preposition (note that pronouns are in objective case)</p> <p>Punctuation of prepositional phrases</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>	
<p>Subject and verb</p> <p>Find complete subject and complete predicate</p> <p>Identify simple subject and simple verb (after eliminating prepositional phrases):</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>in statements in questions in commands (you understood)</p> <p>with there and here</p> <p>Auxiliary verbs</p> <p>Noun of direct address</p> <p>Subject-verb agreement: with compound subjects with compound subjects joined by <i>or</i> with indefinite pronouns (for example, everyone, anyone, some, all)</p>	<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	
<p>Complements</p> <p>Find direct and indirect objects</p> <p>Review linking vs. action verbs</p> <p>Predicate nominative</p> <p>Predicate adjective</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	
<p>Appositives</p> <p>Identify and tell which noun is renamed</p> <p>Use of commas with appositive phrases</p>		<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>
<p>Participles</p> <p>Identify past, present participles</p> <p>Identify participial phrases</p> <p>Find the noun modified</p> <p>Commas with participial phrases</p>		<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
<p>Gerunds and gerund phrases</p> <p>Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate)</p>		<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds,</p>

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nominative, object of preposition)		participles, infinitives) in general and their function in particular sentences.
Infinitives and infinitive phrases Adjective and adverb: find the word it modifies Noun: tell its use in the sentence		L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Clauses		
Review: sentences classified by structure Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Review independent (main) v. dependent (subordinate) clauses	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Kinds of dependent clauses Adjective clauses Identify and tell noun modified	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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<p>Introductory words: relative pronouns, relative adverbs (where, when) Implied “that” Commas with nonrestrictive (nonessential) adjective clause Adverb clauses Identify and tell the word(s) modified Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where) Comma after introductory adverbial clause Noun clauses Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)</p>	<p>a. Explain the function of phrases and clauses in general and their function in specific sentences. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>																													
D. Spelling																														
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <table border="0"> <tr><td>achievement</td><td>address</td></tr> <tr><td>analysis</td><td>anonymous</td></tr> <tr><td>argument</td><td>beginning</td></tr> <tr><td>business</td><td>college</td></tr> <tr><td>conscience</td><td>control</td></tr> <tr><td>criticism</td><td>despise</td></tr> <tr><td>definite</td><td>description</td></tr> <tr><td>doesn't</td><td>environment</td></tr> <tr><td>excellent</td><td>existence</td></tr> <tr><td>grammar</td><td>hypocrisy</td></tr> <tr><td>immediately</td><td>interpret</td></tr> <tr><td>knowledge</td><td>lieutenant</td></tr> <tr><td>medieval</td><td>muscle</td></tr> <tr><td>muscular</td><td>occasionally</td></tr> </table>	achievement	address	analysis	anonymous	argument	beginning	business	college	conscience	control	criticism	despise	definite	description	doesn't	environment	excellent	existence	grammar	hypocrisy	immediately	interpret	knowledge	lieutenant	medieval	muscle	muscular	occasionally	<p>L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</p>	
achievement	address																													
analysis	anonymous																													
argument	beginning																													
business	college																													
conscience	control																													
criticism	despise																													
definite	description																													
doesn't	environment																													
excellent	existence																													
grammar	hypocrisy																													
immediately	interpret																													
knowledge	lieutenant																													
medieval	muscle																													
muscular	occasionally																													

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offense particularly persuade politician prejudice probably recognize remembrance responsibility rhyme sacrifice scholar shepherd sincerely sponsor succeed surprise tendency thorough truly women written		
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> ab [L]—away from—abnormal, absent ad [L]—to, forward—advocate, advance amo [L]—love—amiable, amorous audio [L]—hear—audience, inaudible auto [G]—self— automobile, autocrat bene [L]—good/well—beneficial, benefit circum [L]—around—circulate, circumference celer [L]—swift—accelerate chronos [G]—time—chronological cresco [L]—grow—increase, decrease cum [L]—with—compose, accommodate curro [L]—run—current, cursive, course demos [G]—people—democracy, epidemic erro [L]—wander, stray—error, erratic ex [L]—from, out of—exclaim, exhaust extra [L]—outside—extravagant, extraordinary facio [L]—make—effect, affect fero [L]—bring, bear—confer, defer fragilis [L]—breakable—fragile, fragment finis [L]—end—confine, finality	L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	

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<p> homos [G]—same—homogenous hyper [G]—over, beyond—hypertension, hyperactive hypo [G]—under, beneath—hypodermic, hypothesis jacio [L]—throw—eject, interject judex [L]—a judge—judge, prejudice juro [L]—swear—jury, perjury makros [G]—long—macrocosm malus [L]—bad—malady, malice manus [L]—hand—manufacture, manuscript morphe [G]—form—metamorphosis, amorphous neos [G]—new—neophyte pan [G]—all—panorama, panacea pedis [L]—foot—pedal, biped polis [G]—city—metropolis pro [L]—before, for—proceed, propose, prodigy pseudos [G]—a lie—pseudonym re [L]—back, again—react, reply, revise scribo[L]—write—scribble, inscribe sentio [L]—feel (with senses)—sensation, sensual, sentry sequor [L]—follow—subsequent, sequel solvo [L]—loosen—solution, dissolve, solvent specto [L]—look at—inspect, speculate, perspective strictus [L]—drawn tight—strict, constricted sub [L]—under—subdue, subject, subtract super [L]—above—superficial, superlative, supreme syn [G]—together—synchronize, synthesis tendo [L]—stretch—tension, intense, detention teneo [L]—hold, keep—contain, content, maintain trans [L]—across—transfer, transcontinental valeo [L]—be strong—prevail, valiant venio [L]—come—event, advent voco [L]—call—vocal, voice, vociferous volvo [L]—revolve—evolve, revolution </p>		

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zoon, zoe [G]—animal, life—zoology, protozoa		
II. Poetry		
A. Poems		
<p>Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen)</p> <p>Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)</p>	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7</i></p>	

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	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
B. Elements of Poetry		
<p>Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration</p>	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Stanzas and refrains	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Forms ballad sonnet lyric narrative limerick haiku	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Types of rhyme: end, internal, slant, eye	<p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
III. Fiction and Drama		
A. Short Stories		
<p>“The Gift of the Magi” (O. Henry) “The Necklace” (Guy de Maupassant) “The Secret Life of Walter Mitty” (James Thurber) “The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)</p>	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	

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	<p>meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
B. Novels/Novellas		
<p><i>The Call of the Wild</i> (Jack London) <i>Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson)</p>	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
C. Elements of Fiction		
Review aspects of plot and setting	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	

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	L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Theme	RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Point of view in narration omniscient narrator unreliable narrator third person limited first person	RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Conflict: external and internal	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Suspense and climax	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
D. Essays and Speeches		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>“Shooting an Elephant” (George Orwell) “Night the Bed Fell” (James Thurber) “Declaration of War on Japan” (Franklin D. Roosevelt)</p>	<p>RI.7.1 – (see also <i>RH.6-8.1</i>) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 – (see also <i>RH.6-8.2</i>) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 – (see also <i>RH.6-8.3</i>) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 – (see also <i>RH.6-8.4</i>) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5 – (see also <i>RH.6-8.5</i>) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 – (see also <i>RH.6-8.6</i>) Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 – (see also <i>RH.6-8.7</i>) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 – (see also <i>RH.6-8.8</i>) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.10 – (see also <i>RH.6-8.10</i>) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence)</p>	

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	<p>as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	
E. Autobiography		
<i>Diary of a Young Girl</i> (Anne Frank)	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6 – Analyze how an author develops and contrasts</p>	

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	<p>the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	
F. Drama		
<i>Cyrano de Bergerac</i> (Edmond Rostand)	<p>RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7</i></p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
<p>Elements of drama Tragedy and comedy (review) Aspects of conflict, suspense, and characterization Soliloquies and asides</p>	<p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
G. Literary Terms		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Irony: verbal, situational, dramatic	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Flashbacks and foreshadowing	<p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Hyperbole; oxymoron; parody	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
IV. Foreign Phrases Commonly Used in English		
<p>ad hoc - concerned with a particular purpose; improvised [literally, “to the thing”]</p> <p>bona fides - good faith; sincere, involving no deceit or fraud</p> <p>carpe diem - seize the day, enjoy the present</p> <p>caveat emptor - let the buyer beware, buy at your own risk</p> <p>de facto - in reality, actually existing</p> <p>in extremis - in extreme circumstances, especially at the point of death</p> <p>in medias res - in the midst of things</p> <p>in toto - altogether, entirely</p> <p>modus operandi - a method of procedure</p> <p>modus vivendi - a way of living, getting along</p> <p>persona non grata - an unacceptable or unwelcome person</p> <p>prima facie - at first view, apparently; self-evident</p> <p>pro bono publico - for the public good</p> <p>pro forma - for the sake of form, carried out as a matter of formality</p> <p>quid pro quo - something given or received in exchange for something else</p> <p>requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]</p> <p>sic transit gloria mundi - thus passes away the glory of the world</p> <p>sine qua non - something absolutely indispensable [literally, “without which not”]</p> <p>sub rosa – secretly</p>	<p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.</p>	<p>W.8.1 - (<i>see also WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.2 - (<i>see also WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that 	

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	<p>follows from and supports the information or explanation presented.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.8.4 - (see also <i>WHST.6-8.4</i>) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p>W.8.6 - (see also <i>WHST.6-8.6</i>) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.10 - (see also <i>WHST.6-8.10</i>) Write routinely over</p>	

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	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<p>Write research essays, with attention to:</p> <ul style="list-style-type: none"> asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography 	<p>W.8.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 - (see also <i>WHST.6-8.8</i>) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). <p>W.8.10 - (see also <i>WHST.6-8.10</i>) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
B. Speaking and Listening		
Participate civilly and productively in group discussions.	SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and</i>	

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	<p><i>issues, building on others' ideas and expressing their own clearly.</i></p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 - [Audience Role] Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3 - [Audience Role] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	
Give a short speech to the class that is well-organized and well-supported.	<p>SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.	<p>SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate</p>	

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	<p>volume, and clear pronunciation.</p> <p>SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
C. Grammar		

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<p><u>Punctuation</u> Review punctuation based on sentence structure, including: semi-colons commas with phrases and clauses Review other punctuation, including: punctuation of quotations, dialogue use of parentheses hyphens dashes colons italics apostrophes</p>	<p>L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. 	
<p><u>Misplace Modifiers</u> Phrases and clauses go as near as possible to the word(s) they modify. Dangling modifiers Two-way modifiers</p>	<p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Establish and maintain a formal style. <p>W.8.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>	
<p><u>Parallelism</u> Parallelism is expressing ideas of equal importance using the same grammatical constructions. Kinds of parallelism coordinate (using coordinating conjunctions <i>and, but, or, nor, yet</i>) compared/contrasted</p>	<p>W.8.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among 	

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<p>correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also)</p> <p>Correcting faulty parallelism</p> <p>repeating words (articles, prepositions, pronouns) to maintain parallelism</p> <p>completing parallel construction</p> <p>revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)</p>	<p>claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Establish and maintain a formal style.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W.8.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	
<p><u>Sentence Variety</u></p> <p>Review sentences classified by structure: simple, compound, complex, compound-complex.</p> <p>Varying sentence length and structure to avoid monotony</p> <p>Varying sentence openings</p>	<p>W.8.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p>	

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	<p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Establish and maintain a formal style. <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. <p>W.8.5 - (see also <i>WHST.6-8.5</i>) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>													
D. Spelling														
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <table border="0"> <tr> <td>absence</td> <td>accommodate</td> </tr> <tr> <td>analysis</td> <td>attendance</td> </tr> <tr> <td>believe</td> <td>bureau</td> </tr> <tr> <td>capitol</td> <td>colonel</td> </tr> <tr> <td>committee</td> <td>correspondence</td> </tr> <tr> <td>curiosity</td> <td>defendant</td> </tr> </table>	absence	accommodate	analysis	attendance	believe	bureau	capitol	colonel	committee	correspondence	curiosity	defendant	<p>L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Spell correctly. 	
absence	accommodate													
analysis	attendance													
believe	bureau													
capitol	colonel													
committee	correspondence													
curiosity	defendant													

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dessert dissatisfied fascinating guarantee independence library maintenance necessary permanence prairie souvenir technique vacuum desperate extraordinary foreign hygiene laboratory lightning mileage occurrence physician sergeant straight temporary whether		
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> aequus [L]—equal—equal, equation ago, acta [L]—do, things done—agent, enact, transact anthropos [G]—man, human being—anthropology, misanthrope ars [L]—art—artist, artifact brevis [L]—short—brevity, abbreviate canto [L]—sing—chant, cantor caput [L]—head—captain, decapitate clino [L]—to lean, bend—incline, decline cognito [L]—know—cognizant, recognize copia [L]—plenty—copy, copious credo [L]—believe—credible, incredulous culpa [L]—blame—culpable, culprit dominus [L]—a lord, master—dominate, dominion duco [L]—lead—abduct, introduce fido [L]—to trust, believe—confide, infidel fundo, fusum [L]—pour, thing poured—effusive, transfusion genus [L]—kind, origin—generic, congenital	L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	

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<p> holos [G]—whole—holistic, catholic jungo [L]—join—junction, conjugal lego, lectum [L]—read, thing read—intellect, legible locus [L]—a place—local, dislocate loquor [L]—speak—eloquent, loquacious medius [L]—middle—mediate, mediocrity missio [L]—a sending—emissary, mission moriō [L]—die—mortal nego [L]—deny—negate nihil [L]—nothing—nihilism, annihilate occido [L]—kill—homicide, suicide pathos[G]—suffering, feeling—sympathy, apathy pendo [L]—weigh, hang—depend, pendant per [L]—through—perceive, persist, persevere phobos [G]—fear—phobia, claustrophobia plenus [L]—full—plenty, plenary positum [L]—placed—position, opposite porto [L]—carry—transport, export possum [L]—be able—possible, potent pugno [L]—to fight—impugn, pugnacious punctum [L]—point—punctual, punctuation rego [L]—to rule—regular, regency sanguis [L]—blood—sanguine satis [L]—enough—satisfy scio [L]—know—science, conscious solus [L]—alone—solo, desolate sonus [L]—a sound—unison, consonant sophos [G]—wise—philosophy, sophomore spiritus [L]—breath—inspire, spirit totus [L]—whole—totalitarianism tractum [L]—drawn, pulled—distract, tractor usus [L]—use—abuse, utensil vacuus [L]—empty—evacuate, vacuum verbum [L]—word—verbal </p>		

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verito [L]—turn—avert, convert, anniversary via [L]—way, road—deviate, viaduct		
II. Poetry		
A. Poems		
Buffalo Bill's (e.e. cummings) Chicago (Carl Sandburg) Do Not Go Gentle into That Good Night (Dylan Thomas) How do I love thee? (Elizabeth Barrett Browning) How They Brought the Good News From Ghent to Aix (Robert Browning) I dwell in possibility; Apparently with no surprise (Emily Dickinson) The Lake Isle of Innisfree (William B. Yeats) Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth) Mending Wall; The Gift Outright (Robert Frost) Mr. Flood's Party (Edward Arlington Robinson) Polonius's speech from <i>Hamlet</i> , "Neither a borrower nor a lender be . . ." (William Shakespeare) Ozymandias (Percy Bysshe Shelley) Sonnet 18, "Shall I compare thee. . ." (William Shakespeare) Spring and Fall (Gerald Manley Hopkins) A Supermarket in California (Allen Ginsberg) Theme for English B (Langston Hughes) We Real Cool (Gwendolyn Brooks)	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	

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	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
B. ELEMENTS OF POETRY		
<p>• Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance</p>	<p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>•Review: forms: ballad, sonnet, lyric, narrative, limerick, haiku stanzas and refrains types of rhyme: end, internal, slant, eye metaphor and simile extended and mixed metaphors</p>	<p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>	

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imagery, symbol, personification allusion	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
III. Fiction, Nonfiction, and Drama		
A. SHORT STORIES		
<p>“The Bet” (Anton Chekov) “Dr. Heidegger’s Experiment” (Nathaniel Hawthorne) “God Sees the Truth But Waits” (Leo Tolstoy) “An Honest Thief” (Fyodor Dostoyevsky) “The Open Boat” (Stephen Crane)</p>	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	

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	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
B. NOVELS		
<p><i>Animal Farm</i> (George Orwell) <i>The Good Earth</i> (Pearl S. Buck)</p>	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. 	

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	<p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	
C. ELEMENTS OF FICTION		
<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> plot and setting theme point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person conflict: external and internal suspense and climax • Characterization <ul style="list-style-type: none"> as delineated through a character’s thoughts, words, and deeds; through the narrator’s description; and through what other characters say flat and round; static and dynamic motivation protagonist and antagonist • Tone and diction 	<p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
D. ESSAYS AND SPEECHES		
<p>“Ask not what your country can do for you” (John F. Kennedy’s Inaugural Address)</p> <p>“I have a dream”; “Letter from Birmingham Jail” (Martin Luther King, Jr.)</p> <p>“Death of a Pig” (E. B. White)</p> <p>“The Marginal World” (Rachel Carson)</p>	<p>RI.8.1 - (see also <i>RH.6-8.1</i> and <i>RST.6-8.1</i>) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 – (see also <i>RH.6-8.2</i> and <i>RST.6-8.2</i>) Determine a central idea of a text and analyze its</p>	

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	<p>development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 – (see also <i>RH.6-8.3</i>) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 – (see also <i>RH.6-8.4</i> and <i>RST.6-8.4</i>) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5 – (see also <i>RH.6-8.5</i> and <i>RST.6-8.5</i>) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 – (see also <i>RH.6-8.6</i> and <i>RST.6-8.6</i>) Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7 – (see also <i>RH.6-8.7</i>) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 – (see also <i>RH.6-8.8</i> and <i>RST.6-8.8</i>) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.10 – (see also <i>RH.6-8.10</i> and <i>RST.6-8.10</i>) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 	

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	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
E. AUTOBIOGRAPHY		
<p>Selections (such as chapters 2 and 16) from <i>I Know Why the Caged Bird Sings</i> (Maya Angelou)</p>	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view</p>	

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	<p>of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	

F. DRAMA

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<ul style="list-style-type: none"> • <i>Twelfth Night</i> (William Shakespeare) 	<p>RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function 	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
<p>• Elements of Drama</p> <p>Review:</p> <p> tragedy and comedy</p> <p> aspects of conflict, suspense, and characterization</p> <p> soliloquies and asides</p> <p>Farce and satire</p> <p>Aspects of performance and staging:</p> <p> actors and directors</p> <p> sets, costumes, props, lighting, music</p> <p> presence of an audience</p>	<p>RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
comprehension or expression.		
G. LITERARY TERMS		
<ul style="list-style-type: none"> • Irony: verbal, situational, dramatic • Flashbacks and foreshadowing • Hyperbole, oxymoron, parody 	<p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
IV. Foreign Phrases Commonly Used in English		
<p>au revoir - goodbye, until we see each other again</p> <p>avant-garde - a group developing new or experimental concepts, a vanguard</p> <p>bête noire - a person or thing especially dreaded and avoided [literally, “black beast”]</p> <p>c’est la vie - that’s life, that’s how things happen</p> <p>carte blanche - full discretionary power [literally, “blank page”]</p> <p>cause célèbre - a very controversial issue that generates fervent public debate [literally, a “celebrated case”]</p> <p>coup de grâce - a decisive finishing blow</p> <p>coup d’état - overthrow of a government by a group</p> <p>déjà vu - something overly familiar [literally, “already seen”]</p> <p>enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]</p> <p>fait accompli - an accomplished fact, presumably irreversible</p> <p>faux pas - a social blunder [literally, “false step”]</p>	<p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>receded</i>, <i>secede</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.8.6 - Acquire and use accurately grade-appropriate</p>	

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<p>Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr. merci - thank you pièce de résistance - the principal part of the meal, a showpiece item raison d'être - reason for being savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, "to know (how) to do"] tête-à-tête - private conversation between two people [literally, "head to head"]</p>	<p>general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

GAP Analysis

The following *Common Core State Standards for ELA* are not explicitly addressed in the guidelines presented in the *Core Knowledge Sequence*. However, the rich primary source documents and literary texts that are listed in the *Core Knowledge Sequence* represent precisely the types of texts that should be used to address the standards below.

Core Knowledge educators are encouraged to address these standards in the context of primary source documents and literary texts that are listed in the *Core Knowledge Sequence*.

ITEM	STRAND	CATEGORY	STANDARD
RI6.1	Reading Informational	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI6.3	Reading Informational	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI6.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI6.5	Reading Informational	Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI6.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI6.7	Reading Informational	Integration of Knowledge and Ideas	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI6.8	Reading Informational	Integration of Knowledge and Ideas	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI6.9	Reading Informational	Integration of Knowledge and Ideas	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI6.10	Reading Informational	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI7.9	Reading Informational	Integration of Knowledge and Ideas	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI8.9	Reading Informational	Integration of Knowledge and Ideas	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Core Knowledge Sequence Kindergarten	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Patterns and Classification			
Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.	4	K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Define a set by the common property of its elements.	7	K.G. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.	2	K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Moving from concrete objects to pictorial representations, recognize patterns and predict the extension of a pattern.	7		4.OA 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
Extend a sequence of ordered concrete objects.	1, 7		
II. Numbers and Number Sense			
Using concrete objects and pictorial representations, compare sets: same as (equal to) more than less than most least	4	K.CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	
Count			

Core Knowledge Sequence Kindergarten	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
forward from 1 to 31, first beginning with 1, and later from any given number	2	<p>K.CC 1. Count to 100 by ones and by tens.</p> <p>K.CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	
backward from 10	2		
from 1 to 10 by twos	2		
by fives and tens to 50	2	<p>K.CC 1. Count to 100 by ones and by tens.</p>	
Write numbers 1 to 31 (with special attention to the difference between certain written symbols, such as 6 and 9; 2 and 5; 1 and 7; 12 and 21, etc.).	2	<p>K.CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	
Count and write the number of objects in a set.	2	<p>K.CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	
Given a number, identify one more, one less.	2	<p>K.OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	
Identify ordinal position, first (1st) through sixth (6th).	2		

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Identify pairs.	2		
Interpret simple pictorial graphs.	4		2.MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems ⁴ using information presented in a bar graph.
Identify $\frac{1}{2}$ as one of two equal parts of a region or object; find $\frac{1}{2}$ of a set of concrete objects.	2, 7		3.NF 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
III. Money			
Identify pennies, nickels, dimes, and quarters.	2		
Identify the one-dollar bill.	2		
Identify the dollar sign (\$) and cents sign (¢).	2		
Write money amounts using the cents sign (¢).	2		
IV. Computation			
Add and subtract to ten, using concrete objects; Recognize the meaning of the plus sign (+).	6	<p>K.OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p> <p>K.OA 4. For any number 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	
Subtraction: the concept of “taking away”; recognize the meaning of the minus sign (-).	6	<p>K.OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p>	

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V. Measurement			
Identify familiar instruments of measurement, such as ruler, scale, thermometer.	5,6		
Compare objects according to: Linear measure long and short; longer than, shorter than measure length using non-standard units begin to measure length in inches height: taller than, shorter than Weight heavy, light heavier than, lighter than Capacity (volume) full and empty less full than, as full as, fuller than Temperature: hotter and colder	4,5,6	K. MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K. MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	
Time Sequence events: before and after; first, next, last. Compare duration of events: which takes more or less time. <i>Read a clock face and tell time to the hour.</i> Know the days of the week and the months of the year. Orientation in time: today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.	4,5,6		1. MD. 3. Tell and write time in hours and half-hours using analog and digital clocks.
VI. Geometry			
Identify left and right hand.	2		
Identify top, bottom, middle.	2		

Core Knowledge Sequence Kindergarten	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Know and use terms of orientation and relative position, such as:</p> <ul style="list-style-type: none"> closed, open on, under, over in front, in back (behind) between, in the middle of next to, beside inside, outside around far from, near above, below to the right of, to the left of here, there 	4	<p>K.G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	
<p>Identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.).</p>	4	<p>K.G 2. Correctly name shapes regardless of their orientations or overall size.</p>	
<p>Identify and sort basic plane figures: square, rectangle, triangle, circle.</p>	4	<p>K.G 2. Correctly name shapes regardless of their orientations or overall size.</p> <p>K. G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p>	
<p>Recognize shapes as the same or different.</p>	4	<p>K.G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	
<p>Make congruent shapes and designs.</p>	4	<p>K. G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>	

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Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Patterns and Classification			
Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.	4		K.MD 33. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. K.G. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
Define a set by the common property of its elements.	2		K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.	2		K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Recognize patterns and predict the extension of a pattern.	7		4.OA 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
II. Numbers and Number Sense			
Write numbers 0-100	2	1.NBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
Count from 0 - 100 by ones; twos; fives; tens.	2	1.NBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Count forward and backwards.	2	1.NBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
Use tallies.	4		
Identify ordinal position, 1st to 10th.	2		
Identify dozen; half-dozen; pair.	2		
Recognize place value: ones, tens, hundreds.	6	<p>1.NBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	<p>K.NBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>2.NBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
Identify more and less; counting how many more or less.	6		K.MD 2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Given a number, identify one more and one less; ten more and ten less.	6, 8	1.NBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
Compare quantities using the signs <, >, and = .	2	1.NBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	K.CC 7. Compare two numbers between 1 and 10 presented as written numerals.

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize fractions as part of a whole: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$	2	1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	3.NF 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. 3.G 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Create and interpret simple pictorial graphs and bar graphs.	4	1.MD 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	2. MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems ⁴ using information presented in a bar graph.
III. Money			
Identify and recognize relative value of penny, nickel, dime, quarter.	2		
Recognize and use dollar (\$) and cents (¢) signs.	2		
Show how different combinations of coins equal the same amounts of money.	7,8		
IV. Computation			
Addition(using concrete objects, and paper and pencil)			
Know the meaning of the plus (+) sign.	2		
Know what a “sum” is.	2		
Know addition facts to $10 + 10$ (untimed mastery).	6,7,8	1.OA 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	K.OA 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA 5. Fluently add and subtract within 5.

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Add in any order.	6,7,8	1.OA 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	
Know what happens when you add zero.	6,7,8		
Know how to write addition problems horizontally and vertically.	6,7,8		
Know that when you add 3 numbers, you get the same sum regardless of grouping of addends.	6,7,8	1.OA 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
Solve two-digit addition problems with and without regrouping.	6,7,8	1.NBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
Subtraction (using concrete objects, and paper and pencil)			
Understand subtraction as “taking away.”	6,7,8	1.OA 5. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
Know the meaning of the minus sign (-).	2		
Know what a “difference” is.	2		

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know subtraction facts corresponding to addition facts (untimed mastery).	6,7,8	<p>1.OA 4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	K.OA 5. Fluently add and subtract within 5.
Know how to write subtraction problems horizontally and vertically.	6,7,8		
Solve two-digit subtraction problems with and without regrouping.	6,7,8	<p>1.NBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	
Mentally subtract 10 from a two-digit number.	6,7,8	<p>1.NBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
Solving Problems and Equations			

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Write an addition or subtraction equation to solve basic one-step story and picture problems.	4,6,7,8	1.OA 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
Solve simple equations in the form of $___ - 2 = 7$; $5 + ___ = 7$.	6,7,8	<p>1.OA 3. Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>1.OA 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ___ - 3$, $6 + 6 = ___$.</p>	
V. Measurement			
Identify familiar instruments of measurement, such as ruler, scale, thermometer.	5,6		

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Compare objects according to:</p> <p>Linear measure</p> <p>Measure length using non-standard units.</p> <p>Measure length in inches and feet, and in centimeters.</p> <p>Measure and draw line segments in inches and centimeters.</p> <p>Weight</p> <p>Compare weights of objects using a balance scale.</p> <p>Measure weight in non-standard units and in pounds.</p> <p>Capacity (volume)</p> <p>Estimate and measure capacity in cups.</p> <p>Identify quart, gallon.</p> <p>Temperature: associate temperature in degrees Fahrenheit with weather.</p>	<p>4,5,6</p>	<p>1.MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>K.MD 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>2.MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>3.MD 2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
<p>Time</p> <p>Sequence events: before and after; first, next, last.</p> <p>Compare duration of events: which takes more or less time.</p> <p>Read a clock face and tell time to the half-hour.</p> <p>Know the days of the week and the months of the year, both in order and out of sequence.</p> <p>Orientation in time: today, yesterday, tomorrow; morning, afternoon, evening, night; this morning vs. yesterday morning, etc.</p>	<p>4,5,6</p>	<p>1.MD 3. Tell and write time in hours and half-hours using analog and digital clocks.</p>	
VI. Geometry			
<p>Identify left and right hand.</p>	<p>2</p>		

Core Knowledge Sequence Grade 1	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify top, bottom, middle.	2		
Know and use terms of orientation and relative position, such as: closed, open on, under, over in front, in back (behind) between, in the middle of next to, beside inside, outside around far from, near above, below to the right of, to the left of here, there	2	1.G1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
Identify and draw basic plane figures: square, rectangle, triangle, circle.	5		K.G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Describe square, rectangle, triangle according to number of sides.	1,2	1.G1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
Identify basic solid figures: sphere, cube, cone.	1		K.G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
Identify basic shapes in a variety of common objects and artifacts (balls, cans, windows, pictures, books, buildings, cars, etc.).	1		
Make congruent shapes and designs.	1,4	1.G2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Numbers and Number Sense			
Write numbers to 1,000.	2	2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
Read and write words for numbers from one to one-hundred.	2	2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
Order and compare numbers to 1,000, using the signs $<$, $>$, and $=$.	2	2.NBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
Count by twos, threes, fives, and tens by tens from any given number by hundreds to 1,000; by fifties to 1,000 forward and backward	2	2.NBT 2. Count within 1000; skip-count by 5s, 10s, and 100s.	
Use a number line.	2	2. MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	
Use tallies.	2		
Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.	2		
Identify even and odd numbers.	2	2.OA 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
Identify dozen; half-dozen; pair.	2		

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize place value: ones, tens, hundreds, thousands.	2	<p>2.NBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	
Write numbers up to hundreds in expanded form (for example $64 = 60 + 4$; $367 = 300 + 60 + 7$).	2	<p>2.NBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <p>2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	
Given a number, identify one more and one less; ten more and ten less.	8	<p>2.NBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	
Round to the nearest ten.	4		<p>3.NBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.</p>
Create and interpret simple bar graphs.	4	<p>2.MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>3.MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify and extend numerical and symbolic patterns.	7		<p>3.OA 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> <p>4.OA 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>
Record numeric data systematically and find the lowest and highest values in a data set.	6, 7		1. MD 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
II. Fractions			
Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$.	2	2.G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	
Recognize fractions that are equal to 1.	7		<p>3.NF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</p>
III. Money			
Recognize relative values of a penny, nickel, dime, quarter, and dollar.	2		
Write amounts of money using \$ and ¢ signs, and the decimal point.	2		
Show how different combinations of coins equal the same amounts of money.	2		

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Add and subtract amounts of money.	2, 6	2.MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
IV. Computation			
A. Addition			
Achieve timed mastery of addition facts (2 seconds).	8	2.OA 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	
Recognize what an addend is.	2		1.OA 4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
Know how to write addition problems horizontally and vertically.	2		
Know how to add in any order and check a sum by changing the order of the addends.	1		1.OA 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Estimate the sum.	4		
Solve two-digit and three-digit addition problems with and without regrouping.	4, 6	2.NBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	
Find the sum (up to 999) of any two whole numbers.	4, 6	2.NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Add three two-digit numbers.	4, 6	2.NBT 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	
Practice doubling (adding a number to itself).	4, 6	2.NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
B. Subtraction			
Understand the inverse relation between addition and subtraction; use addition to check subtraction.	1	2.NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
Know addition and subtraction “fact families.”	7	2.NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Achieve mastery of subtraction facts.	8	2.OA 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
Estimate the difference.	4		
Know how to write subtraction problems horizontally and vertically.	2		
Solve two-digit and three-digit subtraction problems with and without regrouping.	4	2.NBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	
Given two whole numbers of 999 or less, find the difference.	4	2.NBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
C. Introduction to Multiplication			
Recognize the “times” sign (x).	2		

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know what “factor” and “product” mean.	2		3.OA 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
Understand that you can multiply numbers in any order.	7		3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Multiplication facts: know the product of any single-digit number \times 1, 2, 3, 4, 5.	7	2.OA 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Know what happens when you multiply by 1, by 0, and by 10.	7		3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Practice simple word problems involving multiplication.	4, 6		3.OA 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹
D. Solving Problems and Equations			
Solve basic word problems.	2, 4, 6	2.OA 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹ 2.MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Write and solve simple equations in the form of $___ - 9 = 7$; $7 + ___ = 16$; $4 \times ___ = 8$.	4, 6		1.OA 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.
V. Measurement			
A. Linear Measure			
Make linear measurements in feet and inches, and in centimeters.	2, 4, 5	2.MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
Know that one foot = 12 inches.	7		4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
Know abbreviations: ft., in.	2		
Measure and draw line segments in inches to 1/2 inch, and in centimeters.	5	2.MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. 2.MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Estimate linear measurements, then measure to check estimates.	1, 4	2.MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.	
B. Weight			
Compare weights of objects using a balance scale.	5		
Estimate and measure weight in pounds, and know abbreviation: lb.	4		
C. Capacity (volume)			
Estimate and measure capacity in cups.	4		3.MD 2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Measure liquid volumes: cups, pints, quarts, gallons.	5		3.MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.7
Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).	5		
D. Temperature			
Measure and record temperature in degrees Fahrenheit to the nearest 2 degrees.	5		
Know the degree sign: °	2		
E. Time			
Read a clock face and tell time to five-minute intervals.	2, 5	2.MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
Know how to distinguish time as a.m. or p.m.	2	2.MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
Understand noon and midnight.	2		

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Solve problems on elapsed time (how much time has passed?).	2, 4		3.MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Using a calendar, identify the date, day of the week, month, and year.	5		
Write the date using words and numbers.	5		
VI. Geometry			
Identify and draw basic plane figures: square, rectangle, triangle, circle.	2, 7	2.G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).	7	2.G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	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.
Measure perimeter in inches of squares and rectangles.	5	2.G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	3.MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate solid figures with planar shapes: sphere (circle), cube (square), pyramid (triangle).	7	2.G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	K.G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).
Make congruent shapes and designs.	7		1.G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Core Knowledge Sequence Grade 2	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify lines as horizontal; vertical; perpendicular; parallel.	7		<p>4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>
Name lines and line segments (for example, line AB; segment CD).	7		<p>4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>
Identify a line of symmetry, and create simple symmetric figures.	7		<p>4.G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Numbers and Number Sense			
Read and write numbers (in digits and words) up to six digits.	2		2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Recognize place value up to hundred thousands.	6		2.NBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Order and compare numbers to 999,999, using the signs $<$, $>$, and $=$.	1		2.NBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Count by twos, threes, fives, and tens; count by tens from any given number.	2		2.NBT 2. Count within 1000; skip-count by 5s, 10s, and 100s.
Write numbers in expanded form.	2		2.NBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Use a number line.	5		2. MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Identify ordinal position, 1st to 100th.	2		
Review: even and odd numbers; dozen; half-dozen; pair.	2		2.OA 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
Round to the nearest ten; to the nearest hundred.	6	3.NBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify perfect squares (and square roots) to 100, and recognize the square root sign: $\sqrt{\quad}$	2		8.EE 2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
Identify Roman numerals from 1 to 20 (I - XX).	2		
Understand what negative numbers are in relation to familiar uses (such as temperatures below zero).	7		6.NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, 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.
Locate positive and negative whole numbers on a number line.	5, 7		6.NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, 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.
Create and interpret bar graphs and line graphs.	4	3.MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	2.MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Record outcomes for a simple event (for example, tossing a die) and display the results graphically.	4, 6	3.MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	
II. Fractions and Decimals			
Recognize fractions to $\frac{1}{10}$ and fractions whose denominator is 100.	2, 7	3.NF 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.	

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify numerator and denominator.	2	3.NF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	
Write mixed numbers.	2		4.NF 3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
Recognize equivalent fractions (for example, $1/2 = 3/6$).	1, 8	3.NF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
Compare fractions with like denominators, using the signs $<$, $>$, and $=$.	8	3.NF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	
Know and write decimal equivalents to $1/4$, $1/2$, $3/4$.	8		
Read and write decimals to the hundredths.	6, 8		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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
III. Money			

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Write amounts of money using \$ and ¢ signs, and the decimal point.	2		
Make change, using as few coins as possible.	2		
Add and subtract amounts of money.	2		2.MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Multiply and divide amounts of money by small whole numbers.	2		2.MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
IV. Computation			
A. Addition			
Mentally estimate a sum.	4, 8		
Use mental computation strategies.	8	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
Addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers.	4, 6	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	4.NBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
B. Subtraction			
Understand addition and subtraction as inverse operations; use addition to check subtraction.	1	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
Review and practice basic subtraction facts.	1, 4	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
Mentally estimate the difference.	4		
Use mental computation strategies.	8	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference.	1, 4	3.NBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
C. Multiplication			
Master basic multiplication facts to 10×10 .	1, 4	3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
Mentally multiply, by 10, 100, and 1,000.	8	3.NBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	
Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits.	6, 7, 8	3.OA 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	4.NBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Write numbers in expanded form using multiplication, for example: $9,278 = (9 \times 1,000) + (2 \times 100) + (7 \times 10) + 8$.	8		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Estimate a product.	4		
Solve word problems involving multiplication.	2, 4	3.OA 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
D. Division			

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Understand multiplication and division as inverse operations.	1, 8	3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. 3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
Know the meaning of dividend, divisor, and quotient.	2		6.EE 2. Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
Know basic division facts to $100 \div 10$.	1	3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
Know that you cannot divide by 0.	7		
Know that any number divided by 1 = that number.	7		
Divide two- and three-digit dividends by one-digit divisors.	1, 4		4.NBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Solve division problems with remainders.	1, 4	3.OA 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	4.NBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Check division by multiplying (and adding remainder).	1		
E. Solving Problems and Equations			
Solve two-step word problems.	2	3.OA 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Solve equations in the form of $___ \times 9 = 63$; $81 \div ___ = 9$.	4	3.OA 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$. 3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	
Solve problems with more than one operation, as in $(43 - 32) \times (5 + 3) = ___$.	4	3.OA 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Read and write expressions that use parentheses to indicate order of multiple operations.	6, 7, 8	3.OA 5. Apply properties of operations as strategies to multiply and divide. ² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
V. Measurement			
A. Linear Measure			
Make linear measurements in yards, feet, and inches; and, in centimeters and meters.	5		2.MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Know that one foot = 12 inches; one yard = 36 inches; 3 feet = 1 yard; 1 meter = 100 centimeters; 1 meter is a little more than one yard.	5, 7		4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
Measure and draw line segments in inches (to 1/4 inch), and in centimeters.	5	3.MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	
Estimate linear measurements, then measure to check estimates.	1, 4		2.MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.
B. Weight			
Compare weights of objects using a balance scale.	5		
Estimate and measure weight in pounds and ounces; grams and kilograms.	4		
Know abbreviations: lb., oz., g, kg	2		
C. Capacity (volume)			

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters.	4	3.MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	
Know that 1 quart = 2 pints; 1 gallon = 4 quarts.	7		4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).	7		4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
D. Temperature			
Measure and record temperature in degrees Fahrenheit and Celsius.	2, 5		
Know the degree sign: °	2		
Identify freezing point of water as 32° F = 0° C.	7		
E. Time			
Read a clock face and tell time to the minute as either a.m. or p.m.; tell time in terms of both “minutes before” and “minutes after” the hour.	2, 5	3.MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Solve problems on elapsed time (how much time has passed?).	2, 4	3.MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
Using a calendar, identify the date, day of the week, month, and year.	2, 5		
Write the date using words (for name of month) and numbers, and only numbers.	2		
VI. Geometry			
Identify lines as horizontal, vertical, perpendicular, or parallel.	7		4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Name lines and line segments (for example, line AB; segment CD).	7		4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Polygons: recognize vertex (plural: vertices); identify sides as line segments (for example, side CD); identify pentagon, hexagon, and octagon (regular).	7		4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Identify angles by letter names (for example, \angle ABC); identify a right angle; know that there are four right angles in a square or rectangle.	7		4.MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

Core Knowledge Sequence Grade 3	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Compute area in square inches (in ²) and square centimeters (cm ²).	6, 7, 8	<p>3.MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>3.MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>3.MD 7. Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 	
Recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures.	7		4.G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Identify solid figures: sphere, cube, rectangular solid, pyramid, cone, cylinder.	7		K.G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

(DRAFT)

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Numbers and Number Sense			
Read and write numbers (in digits and words) up to nine digits.	2	4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
Recognize place value up to hundred millions.	6	4. NBT. 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.	
Order and compare numbers to 999,999,999 using the signs $<$, $>$, and $=$.	8	4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	6.EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Write numbers in expanded form.	8	4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
Use a number line; locate positive and negative whole numbers on a number line.	5		2. MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Round to the nearest ten; to the nearest hundred; to the nearest thousand.	6	4.NBT 3. Use place value understanding to round multi-digit whole numbers to any place.	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify perfect squares (and square roots) to 144; recognize the square root sign: $\sqrt{\quad}$	2		
Identify Roman numerals from 1 to 1,000 (I - M), and identify years as written in Roman numerals.	2		
Create and interpret bar graphs and line graphs.	2, 4		3.MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
Plot points on a coordinate plane (grid), using ordered pairs of positive whole numbers.	2, 4		<p>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. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p> <p>6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know the meanings of multiple, factor, prime number, and composite number.	2	4.OA 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
II. Fractions and Decimals			
A. Fractions			
Recognize fractions to one-twelfth.	2		3.NF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Identify numerator and denominator.	2		3.NF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Write mixed numbers; change improper fractions to mixed numbers and vice versa.	8	4.NF 3. Use place value understanding to round multi-digit whole numbers to any place. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	
Recognize equivalent fractions (for example, $1/2 = 3/6$).	8	4.NF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
Put fractions in lowest terms.	8		3.NF 3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Rename fractions with unlike denominators to fractions with common denominators.	8	4.NF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	
Compare fractions with like and unlike denominators, using the signs $<$, $>$, and $=$.	8	4.NF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 4.NF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	
Solve problems in the form of $\frac{2}{3} = \frac{8}{12}$	4	4.NF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Add and subtract fractions with like denominators.	1, 4	<p>4.NF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ul style="list-style-type: none"> a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 	
Express simple outcomes as fractions (for example, 3 out of 4 as $3/4$).	8		
B. Decimals			
Read and write decimals to the nearest thousandth.	6		<p>5.NBT 3. Read, write, and compare decimals to thousandths.</p> <ul style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Read and write decimals as fractions (for example, $0.39 = 39/100$).	8	<p>4.NF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>	
Write decimal equivalents for halves, quarters, eighths, and tenths.	8	<p>4.NF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>	
Compare fractions to decimals using the signs $<$, $>$, and $=$.	8	<p>4.NF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Write decimals in expanded form.	8		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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Round decimals to the nearest tenth; to the nearest hundredth.	6		5.NBT 4. Use place value understanding to round decimals to any place.
Compare decimals, using the signs $<$, $>$, and $=$.	6	4.NF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	
Read and write decimals on a number line.	6	4.NF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	3.NF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
Add and subtract with decimal numbers to two places.	1, 4		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.
III. Money			
Solve problems involving making change in amounts up to \$100.00.	1, 4		2.MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Solve multiplication and division problems with money.	1, 4	4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
IV. Computation			
A. Multiplication			
Review and reinforce basic multiplication facts to 10 x 10.	1, 4		3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Mentally multiply by 10, 100, and 1,000.	1, 4	4.NBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	3.NBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. 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.
Identify multiples of a given number; common multiples of two given numbers.	1, 4		
Multiply by two-digit and three-digit numbers.	1, 4	4.NBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Write numbers in expanded form using multiplication.	8	4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	
Estimate a product.	4		

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Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: $3 \times 27 = (3 \times 20) + (3 \times 7) = 60 + 21 = 81$.	8	4.NBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Check multiplication by changing the order of the factors.	1	4.OA 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	
Multiply three factors in any given order.	1, 7		
Solve word problems involving multiplication.	2	4.OA 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
B. Division			

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Understand multiplication and division as inverse operations.	6, 7, 8		<p>3.OA 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56×8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$</p> <p>3.OA 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p> <p>3.OA 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
Review the meaning of dividend, divisor, and quotient.	1, 2, 4		<p>6.EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</p>
Review and reinforce basic division facts to $100 \div 10$.	1, 4		<p>3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify different ways of writing division problems: $28 \div 7 = 7$ $28/7$	8		
Identify factors of a given number; common factors of two given numbers.	8	4.OA 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
Review: you cannot divide by 0; any number divided by 1 = that number.	7		
Estimate the quotient.	4		
Divide dividends up to four-digits by one-digit and two-digit divisors.	1, 4	4.NBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Solve division problems with remainders.	1, 4	4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Check division by multiplying (and adding remainder).	1		
C. Solving Problems and Equations			

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Solve two-step word problems.	1, 4	4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Solve equations in the form of $___ \times 9 = 63$; $81 \div ___ = 9$.	6, 7, 8		<p>3.OA 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.</p> <p>3.OA 5. Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>
Solve problems with more than one operation, as in $(72 \div 9) \times (36 \div 4) = ___$	1, 4	4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Equality properties Know that equals added to equals are equal. Know that equals multiplied by equals are equal.	7		

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Use letters to stand for any number, as in working with a formula (for example, area of rectangle: $A = L \times W$).	2		<p>6. EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <ul style="list-style-type: none"> a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i>
V. Measurement			
Linear measure: estimate and make linear measurements in yards, feet, and inches (to $\frac{1}{8}$ in.); and in meters, centimeters, and millimeters.	4	4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
Weight: estimate and measure weight in pounds and ounces; grams and kilograms.	4	4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons; and in milliliters and liters.	4	4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
<p>Know the following equivalences among U. S. customary units of measurement, and solve problems involving changing units of measurement:</p> <p>Linear measure</p> <p>1 ft. = 12 in.</p> <p>1 yd. = 3 ft. = 36 in.</p> <p>1 mi. = 5,280 ft.</p> <p>1 mi. = 1,760 yd.</p> <p>Weight</p> <p>1 lb. = 16 oz.</p> <p>1 ton = 2,000 lb.</p> <p>Capacity (volume)</p> <p>1 cup = 8 fl. oz. (fluid ounces)</p> <p>1 pt. = 2 c.</p> <p>1 qt. = 2 pt.</p> <p>1 gal. = 4 qt.</p>	2	4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Know the following equivalences among metric units of measurement, and solve problems involving changing units of measurement:</p> <p>Linear measure</p> <p>1 cm = 10 mm (millimeters)</p> <p>1 m = 1,000 mm</p> <p>1 m = 100 cm</p> <p>1 km = 1,000 m</p> <p>Mass</p> <p>1 cg (centigram) = 10 mg (milligrams)</p> <p>1 g = 1,000 mg</p> <p>1 g = 100 cg</p> <p>1 kg = 1,000 g</p> <p>Capacity (volume)</p> <p>1 cl (centiliter) = 10 ml (milliliters)</p> <p>1 liter = 1,000 ml</p> <p>1 liter = 100 cl</p>	2	<p>4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	
Time: solve problems on elapsed time.	2	<p>4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	
VI. Geometry			
Identify and draw points, segments, rays, lines.	5	<p>4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	
Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.	7	<p>4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Identify angles; identify angles as right, acute, or obtuse.	7	<p>4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ul style="list-style-type: none"> a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 	
Identify polygons: Triangle, quadrilateral, pentagon, hexagon, and octagon (regular) Parallelogram, trapezoid, rectangle, square	7		
Identify and draw diagonals of quadrilaterals.	7		3.G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Circles: Identify radius (plural: radii) and diameter; radius = $1/2$ diameter	7		

Core Knowledge Sequence Grade 4	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize similar and congruent figures.	7		8.G 2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
Know the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi ² ; yd ² ; ft ² ; in ² ; km ² ; m ² ; cm ² ; mm ²)	7	4.MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	
Compute volume of rectangular prisms in cubic units (cm ³ , in ³).	7		5.MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> 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.

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Numbers and Number Sense			
Read and write numbers (in digits and words) up to the billions.	1, 2		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Recognize place value up to billions.	6	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.	
Order and compare numbers to 999,999,999 using the signs $<$, $>$, and $=$.	8		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Write numbers in expanded form.	8		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Integers</p> <p>Locate positive and negative integers on a number line.</p> <p>Compare integers using the symbols $<$, $>$, $=$.</p> <p>Know that the sum of an integer and its opposite is 0.</p> <p>Add and subtract positive and negative integers.</p>	7		<p>6.NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
<p>Using a number line, locate positive and negative whole numbers.</p>	5		<p>6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

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Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand.	6		<p>3.NBT 1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>4.NBT 3 Use place value understanding to round multi-digit whole numbers to any place.</p>
<p>Exponents</p> <p>Review perfect squares and square roots to 144; recognize the square root sign, $\sqrt{\quad}$.</p> <p>Using the terms squared and cubed and to the <i>n</i>th power, read and evaluate numerical expressions with exponents.</p> <p>Identify the powers of ten up to 10^6.</p>	7	<p>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.</p>	<p>6.EE 1. Write and evaluate numerical expressions involving whole-number exponents.</p> <p>8.EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. 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.</p>
Identify a set and the members of a set, as indicated by $\{ \}$.	2	<p>5.OA 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>	
Identify numbers under 100 as prime or composite.	7		<p>4.OA 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
Identify prime factors of numbers to 100 and write using exponential notation for multiple primes.	7		<p>4.OA 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
Determine the greatest common factor (GCF) of given numbers.	6, 7, 8		<p>6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Determine the least common multiple (LCM) of given numbers.	6, 7, 8		6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>
II. Ratio and Percent			
A. Ratio			
Determine and express simple ratios.	8		6.RP 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.” 6.RP 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, 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.”
Use ratio to create a simple scale drawing.	8		6.RP 3. a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Ratio and rate: solve problems on speed as a ratio, using the formula $S = d/t$ (or $D = r \times t$).	1, 4		6.RP 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>
B. Percent			

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize the percent sign (%) and understand percent as “per hundred.”	2		<p>6.RP 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p>
Express equivalences between fractions, decimals, and percents, and know common equivalences: $1/10 = 10\%$ $1/4 = 25\%$ $1/2 = 50\%$ $3/4 = 75\%$	8		<p>3.NF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>4.NF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i></p> <p>6.RP3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>
Find the given percent of a number.	2, 4		
III. Fractions and Decimals			
A. Fractions			
Determine the least common denominator (LCD) of fractions with unlike denominators.	6, 7, 8		<p>6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>

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Recognize equivalent fractions (for example, $\frac{1}{2} = \frac{3}{6}$).	8	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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	
Put fractions in lowest terms.	6, 7, 8		6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>
Compare fractions with like and unlike denominators, using the signs $<$, $>$, and $=$.	8	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.	
Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1.	7		
Add and subtract mixed numbers and fractions with like and unlike denominators.	1, 4	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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	
Multiply and divide fractions.	1, 4	5.NF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \times \frac{1}{b}$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.) b. Find the area of a rectangle with fractional	4.NF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$. b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = \frac{n \times a}{b}$.)

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		<p>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.</p> <p>5.NF 5. Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> 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. <p>5.NF 7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <ul style="list-style-type: none"> 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 raisins? 	<p>a)/b.)</p> <ul style="list-style-type: none"> c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Add and subtract fractions with like and unlike denominators.	1, 4	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, $a/b + c/d = (ad + bc)/bd$.)	
Add and subtract mixed numbers and fractions; multiply mixed numbers and fractions.	1, 4	<p>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, $a/b + c/d = (ad + bc)/bd$.)</p> <p>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 $3/7 < 1/2$.</p> <p>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?</p> <p>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.</p>	
Round fractions to the nearest whole number.	6		

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Write fractions as decimals (e.g., $\frac{1}{4} = 0.25$; $\frac{17}{25} = 0.68$; $\square = 0.3333\ldots$ or 0.33 , rounded to the nearest hundredth).			4.NF 6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>
B. Decimals			
Read, write, and order decimals to the nearest ten-thousandth.	6	5.NBT 3. Read, write, and compare decimals to thousandths.	
Write decimals in expanded form.	8	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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	
Read and write decimals on a number line.	1		4.NF 6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>
Round decimals (and decimal quotients) to the nearest tenth; to the nearest hundredth; to the nearest thousandth.	4	5.NBT 4. Use place value understanding to round decimals to any place.	
Estimate decimal sums, differences, and products by rounding.	4		
Add and subtract decimals through ten-thousandths.	1, 4	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.	
Multiply decimals: by 10, 100, and 1,000; by another decimal.	1, 4	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.	

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Divide decimals by whole numbers and decimals.	1, 4	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.	
IV. Computation			
A. Addition			
Commutative and associative properties: know the names and understand the properties.	6, 7, 8		1.OA 3. Apply properties of operations as strategies to add and subtract. ³ <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>
B. Multiplication			
Commutative, associative, and distributive properties: know the names and understand the properties.	7		3.OA 5. Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>
Multiply two factors of up to four digits each.	1, 4	5.NBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	
Write numbers in expanded form using multiplication.	8		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Estimate a product.	4		
Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: $3 \times 27 = (3 \times 20) + (3 \times 7) = 60 + 21 = 81$.	2, 8		4.NBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Solve word problems involving multiplication.	1, 2, 4	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.	
C. Division			
Understand multiplication and division as inverse operations.	6, 7, 8	5.NBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	<p>3.OA 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56×8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$</p> <p>3.OA 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p> <p>3.OA 5. Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>
Know what it means for one number to be “divisible” by another number.	7		
Know that you cannot divide by 0; that any number divided by 1 = that number.	7		
Estimate the quotient.	4		

Core Knowledge Sequence Grade 5	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know how to move the decimal point when dividing by 10, 100, or 1,000.	7	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.	
Divide dividends up to four digits by one-digit, two-digit, and three-digit divisors.	1, 4	5.NBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
Solve division problems with remainders; round a repeating decimal quotient.	1, 4		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Check division by multiplying (and adding remainder).	1		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
D. Solving Problems and Equations			
Solve word problems with multiple steps.	1, 2, 4		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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Solve problems with more than one operation.	1, 4		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
V. Measurement			
Convert to common units in problems involving addition and subtraction of different units.	8	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.	
Time: Solve problems on elapsed time; regroup when multiplying and dividing amounts of time.	1, 2, 4		4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
VI. Geometry			
Identify and draw points, segments, rays, lines.	7		4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.	7		4.G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Measure the degrees in angles, and know that right angle = 90° acute angle: less than 90° obtuse angle: greater than 90° straight angle = 180°	7		4.MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Identify and construct different kinds of triangles: equilateral, right, and isosceles.	7		7.G 2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

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Know what it means for triangles to be congruent.	7		8.G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon parallelogram, trapezoid, rhombus, rectangle, square	7	5. G 3. Understand that attributes belonging to a category of two-dimensional figures also belongs to all sub categories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> 5.G 4. Classify two-dimensional figures in a hierarchy based on properties.	
Know that regular polygons have sides of equal length and angles of equal measure.	7	5. G 3. Understand that attributes belonging to a category of two-dimensional figures also belongs to all sub categories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	
Identify and draw diagonals of polygons.	7		
Circles Identify arc, chord, radius (plural: radii), and diameter (radius = $\frac{1}{2}$ diameter). Using a compass, draw circles with a given diameter or radius. Find the circumference of a circle using the formulas $C = \pi d$, and $C = 2 \pi r$, using 3.14 as the value of pi.	5		7.G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

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<p>Area</p> <p>Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi²; yd²; ft²; in²; km²; m²; cm²; mm²).</p> <p>Find the area of triangles, using the formula $A = \frac{1}{2}(b \times h)$.</p> <p>Find the area of a parallelogram using the formula $A = b \times h$.</p> <p>Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.</p> <p>Compute volume of rectangular prisms in cubic units (cm³, in³), using the formula $V = l \times w \times h$.</p> <p>Find the surface area of a rectangular prism.</p>	<p>6, 7, 8</p>	<p>5.MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> 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. <p>5.MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.NF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <ul style="list-style-type: none"> 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. <p>5.MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ul style="list-style-type: none"> 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. 	<p>7.G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>

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VII. Probability and Statistics			
Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.	4		7.SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
Collect and organize data in graphic form (bar, line, and circle graphs).	4		7.SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. 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.
Solve problems requiring interpretation and application of graphically displayed data.	1, 4	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.	4.MD 2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
Find the average (mean) of a given set of numbers.	4		
Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.	1, 4	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.	

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Graph simple functions.	4		8.F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
VIII. Pre-Algebra			
Recognize variables and solve basic equations using variables.	1, 2		6.EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
Write and solve equations for word problems.	1, 2	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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	6.EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Find the value of an expression given the replacement values for the variables.	8	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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	

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I. Numbers and Number Sense			
Read and write numbers (in digits and words) up to the trillions.	2		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Recognize place value up to hundred-billions.	6		4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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<p>Integers (review):</p> <p>Locate positive and negative integers on a number line.</p> <p>Compare integers using $<$, $>$, $=$.</p> <p>Know that the sum of an integer and its opposite is 0.</p> <p>Add and subtract positive and negative integers.</p>	<p>7</p>	<p>6.NS 7. Understand ordering and absolute value of rational numbers.</p> <ul style="list-style-type: none"> a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. <p>6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 	<p>7.EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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.</p>

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<p><i>Continued:</i> Integers (review): Locate positive and negative integers on a number line. Compare integers using $<$, $>$, $=$. Know that the sum of an integer and its opposite is 0. Add and subtract positive and negative integers.</p>	7	<p>6.NS 6. Continued...</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a</p> <p>6.EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	
Determine whether a number is a prime number or composite number.	7		<p>4.OA 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand; to the nearest million	1, 4		<p>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.</p>

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Compare and order whole numbers, mixed numbers, fractions, and decimals, using the symbols $<$, $>$, $=$.	8		<p>3.NF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>4.NF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>4.NBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>5.NBT 3. Read, write, and compare decimals to thousandths.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
Determine the greatest common factor (GCF) of given numbers.	6, 7, 8	6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	
Determine the least common multiple (LCM) of given numbers.	6, 7, 8	6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.	

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Exponents: Review squares and square roots. Using the terms squared and cubed and to the nth power, read and evaluate numerical expressions with exponents. Review powers of ten. Write numbers in expanded notation using exponents.	7		8.EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
II. Ratio, Percent, and Proportion			
A. Ratio and Proportion			
Solve proportions, including word problems involving proportions with one unknown.	2	6.RP 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
Use ratios and proportions to interpret map scales and scale drawings.	2, 4		
Set up and solve proportions from similar triangles.	1, 4		8.EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
Understand the justification for solving proportions by cross-multiplication.	7		
B. Percent			
Convert between fractions, decimals, and percents.	8		4.NF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

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Find the given percent of a number, and find what percent a given number is of another number.	8	6.RP3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
Solve problems involving percent increase and decrease.	8		7.RP 3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
Find an unknown number when a percent of the number is known.	8	6.RP 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
Use expressions with percents greater than 100% and less than 1%.	8		
III. Computation			
A. Addition			

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<p>Addition, commutative and associative properties: know the names and understand the properties.</p> <p>Understand addition and subtraction as inverse operations.</p> <p>Add and subtract with integers, fractions and decimals, both positive and negative.</p>	7		<p>7.NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ul style="list-style-type: none"> a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. <p>7.EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <ul style="list-style-type: none"> a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. 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.
B. Multiplication			

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Commutative, associative, and distributive properties: know the names and understand the properties.	6, 7, 8		3.OA 5. Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.)</i> Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
Multiply multi-digit factors, with and without a calculator.	1, 4		5.NBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.
Estimate a product.	4		
Multiply with integers, fractions, and decimals, both positive and negative.	6, 7, 8	6.NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	7.NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers
Distributive property for multiplication over addition or subtraction, that is, $A \times (B+C)$ or $A \times (B-C)$: understand its use in procedures such as multi-digit multiplication.	6, 7, 8		
C. Division			

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Understand multiplication and division as inverse operations.	6, 7, 8		<p>3.OA 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56×8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$</p> <p>3.OA 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p> <p>3.OA 5. Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>5.NBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>
Estimate the quotient.	4		
Divide multi-digit dividends by up to three-digit divisors, with and without a calculator.	1, 4	6.NS 2. Fluently divide multi-digit numbers using the standard algorithm.	

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Divide with integers, fractions, or decimals, both positive and negative.	1, 4	6NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?	7.NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers <ul style="list-style-type: none"> b. 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. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
D. Solving Problems and Equations			
Solve word problems with multiple steps.	2		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <p>7.NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.</p>
Solve problems with more than one operation, according to order of operations (with and without a calculator).	2		4.OA 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
IV. Measurement			

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Solve problems requiring conversion of units within the U. S. Customary System, and within the metric system.	8	6.RP 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
Associate prefixes used in metric system with quantities: kilo = thousand hecto = hundred deka = ten deci = tenth centi = hundredth milli = thousandth	8		
Time: solve problems on elapsed time; express parts of an hour in fraction or decimal form.	5, 8		4.MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
V. Geometry			
Identify and use signs that mean congruent \cong similar \sim parallel \parallel perpendicular \perp	2		

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Angles:</p> <p>Identify and measure the degrees in angles (review terms: right, acute, obtuse, straight). Bisect an angle. Construct an angle congruent to a given angle. Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts. Show how congruent plane figures can be made to correspond through reflection, rotation, and translation.</p>	7		<p>4.MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>8.G 1. Verify experimentally the properties of rotations, reflections, and translations:</p> <ul style="list-style-type: none"> 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. <p>8.G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>
<p>Triangles:</p> <p>Know that the sum of the measures of the angles of a triangle is 180°. Construct different kinds of triangles. Know terms by which we classify kinds of triangles: by length of sides: equilateral, isosceles, scalene by angles: right, acute, obtuse</p>	7		<p>7.G 2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>8.G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>
<p>Identify congruent angles and sides, and axes of symmetry, in parallelograms, rhombuses, rectangles, and squares.</p>	7		High school

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Find the area (A) and perimeter (P) of plane figures, or given the area or perimeter find the missing dimension, using the following formulas:</p> <p>rectangle $A = lw$ $P = 2(l + w)$</p> <p>square $A = s^2$ $P = 4s$</p> <p>triangle $A = \frac{1}{2}bh$ $P = s_1 + s_2 + s_3$</p> <p>parallelogram $A = bh$ $P = 2(b + s)$</p>	<p>2</p>	<p>6.G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>6.G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	
<p>Circles:</p> <p>Identify arc, chord, radius (plural: radii), and diameter; know that radius = $\frac{1}{2}$ diameter.</p> <p>Using a compass, draw circles with a given diameter or radius.</p> <p>Solve problems involving application of the formulas for finding the circumference of a circle: $C = \pi d$, and $C = 2\pi r$, using 3.14 as the value of pi.</p> <p>Find the area of a circle using the formula $A = \pi r^2$</p>	<p>5, 7</p>		<p>7.G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>

Core Knowledge Sequence Grade 6	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Find volume of rectangular solids, or given the volume find a missing dimension, using the formulas $V = lwh$, or $V = bh$ (in which $b =$ area of base).	6, 7, 8	6.G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	<p>5. MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>5.MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ul style="list-style-type: none"> 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.
VI. Probability and Statistics			
Find the range and measures of central tendency (mean, median, and mode) of a given set of numbers.	1, 4	6.SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	
Understand the differences among the measures of central tendency and when each might be used.	7	<p>6.SP 5. Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	

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Understand the use of a sample to estimate a population parameter (such as the mean), and that larger samples provide more stable estimates.	4	6.SP 5. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	<p>7.SP 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be</p> <p>7.SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p>
Represent all possible outcomes of independent compound events in an organized way and determine the theoretical probability of each outcome.	1, 4	<p>6.SP 5 Summarize numerical sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations b. Describing the nature of the attribute under investigation, including how it was measured and its unit of measurement. 	<p>7.SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ul style="list-style-type: none"> a. 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. b. 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?

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Compute the probability of any one of a set of disjoint events as the sum of their individual probabilities.	1, 4		<p>7.SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ul style="list-style-type: none"> a. 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. b. 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? <p>7.SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ul style="list-style-type: none"> a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. c. 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 one with type A blood?
Solve problems requiring interpretation and application of graphically displayed data.	4	6.SP 2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	

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Given a set of data, find the mean, median, range, and mode.	4	<p>6.SP 5. Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. 	
Construct a histogram; a tree diagram.	4	<p>6.SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p>	<p>7.Sp 8 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>
<p>Coordinate plane:</p> <p>Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.</p> <p>Use the terms origin (0,0), x-axis, and, y-axis.</p> <p>Graph simple functions and solve problems involving use of a coordinate plane.</p>	4	<p>6.SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ul style="list-style-type: none"> b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. <p>6.NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>6.G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>8.F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p>

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VII. Pre-Algebra			
Recognize uses of variables and solve linear equations in one variable.	6, 7, 8	6.EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	8.EE 7. Solve linear equations in one variable. <ul style="list-style-type: none"> a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
Solve word problems by assigning variables to unknown quantities, writing appropriate equations, and solving them.	2, 4	6.EE 2. Write, read, and evaluate expressions in which letters stand for numbers. 6.EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	
Find the value for an expression, given replacement values for the variables; for example, what is $7/x - y$ when x is 2 and y is 10?	8	6.EE 2 Write, read, and evaluate expressions in which letters stand for numbers. <ul style="list-style-type: none"> a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$. 	

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Simplify expressions with variables by combining like terms.	8	<p>6.EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</p>	
Understand the use of the distributive property in variable expressions such as $2x(2y + 3)$.	6, 7, 8	<p>6.EE 3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</p>	<p>7.EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p> <p>7.SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. 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.</p>

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Core Knowledge Sequence Grade 7	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Pre-Algebra			
A. Properties of the Real Numbers			
Know and use the associative, commutative, and distributive properties by name and in simplifying expressions involving numbers and variables.	6, 7, 8		3.OA 5. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
Understand absolute value and evaluate expressions such as $ 2x - 3 + 3x$.	7		6.NS 7. Understand ordering and absolute value of rational numbers. <ul style="list-style-type: none"> a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3 \text{ } ^\circ\text{C} > -7 \text{ } ^\circ\text{C}$ to express the fact that $-3 \text{ } ^\circ\text{C}$ is warmer than $-7 \text{ } ^\circ\text{C}$.</i> c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
B. Linear Applications and Proportionality			

Core Knowledge Sequence Grade 7	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know the concept of slope.	7	<p>7.RP 2 Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. 	
Translate situations of proportionality into equations of the form $y = mx$, where m is the constant of proportionality or slope; specifically know and understand $d = rt$ and $i = prt$.	7	<p>7.RP 2. Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. 	
Show situations of constant proportionality as a line on the coordinate plane.	4	<p>7.RP 2. Recognize and represent proportional relationships between quantities.</p> <ul style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. 	

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Introduce the concept of a function and determine the equation of a linear function given its slope and intercepts in the form $y = mx + b$.	2		<p>8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p>
Estimate the values of b and m from a given linear graph.	4		
C. Polynomial Arithmetic			
Add, subtract, multiply, and divide monomials and polynomials (divide polynomials by monomials only).	1, 4		A-APR. 1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
Factor binomials that have a common monomial factor.	1, 4		A-SSE. 2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
D. Equivalent Equations and Inequalities			

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Review equality properties for equations.	7		<p>6.EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p> <p>6.EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>A-SSE 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression</p> <ul style="list-style-type: none"> a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
Know that addition or subtraction of the same value from both sides of an inequality maintains the inequality	7		
Know that multiplying or dividing both sides of an inequality by a positive number maintains the inequality, but multiplying or dividing by a negative number reverses the inequality; be able to show why using a number line.	7		
Simplify and solve linear equations in one variable such as $3(2x - 5) + 4x = 12(x + 5)$.	1, 4		<p>6.EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>

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Simplify and graph solutions to linear inequalities in one variable such as $3(2x - 5) + 4x \leq 12(x + 5)$.	8		<p>A-REI. 3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>A-REI. 4 Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
E. Integer Exponents			
Know the meaning of an exponent n when n is positive or negative.	7		
Know that a non-zero number to the zero power is one.	7		
Understand why a negative number to an even power is positive and a negative number to odd power is negative.	7		
Know the multiplication properties of exponents: Product of powers: $(a^m)(a^n) = a^{(m+n)}$ Power of a power: $(a^m)^n = a^{mn}$ Power of a product: $(ab)^n = (a^n)(b^n)$.	7		
Convert decimal numbers to and from scientific notation.	8		<p>8.EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>

Core Knowledge Sequence Grade 7	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know the proper order of operations with exponents.	7		
II. Geometry			
A. Three-Dimensional Objects			
Describe and construct simple right prisms, cylinders, cones, and spheres using the concepts of parallel and perpendicular; calculate the surface areas and volumes of these objects.	4, 7	7.G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	8.G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Know that the section created by the intersection of a plane and a sphere is a circle.	7		
Calculate the surface area of a sphere using the equation $SA = 4\pi r^2$.	2	7.G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	
Calculate the volume of a sphere using the equation $V = (4/3)\pi r^3$.	6	7.G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
B. Angle Pairs			
Construct parallel lines and a transversal using a compass and straight edge.	5		G-CO. 12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
Understand congruent angles, vertical angles, complementary angles, supplementary angles, adjacent angles, corresponding angles, and alternate interior and alternate exterior angles	7	7.G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	
C. Triangles			

Core Knowledge Sequence Grade 7	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Know that a triangle is determined by its three sides or by two sides and the included angle (SSS and SAS triangle congruence) and solve problems.	7		G-CO. 8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Use SSS to prove that the construction of the bisector of an angle is valid.	3		G-CO. 9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
Use SSS to prove that the construction of the perpendicular bisector of a segment is valid.	3		G-CO. 9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
Prove that the base angles of an isosceles triangle are congruent.	3		G-CO. 9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
Demonstrate that the sum of the interior angles of a triangle equals 180 degrees.	3		G-CO. 10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
Know that the shape of a triangle is determined by two (hence all three) of its angles (AA(A) triangle similarity) and solve related problems.	7		
Construct a circle that circumscribes a triangle using compass and straight edge.	5	7.G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	

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Know and understand the Pythagorean Theorem and its converse and use it to find the length of the missing side of a right triangle and lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement and a calculator.	3		8.G 6. Explain a proof of the Pythagorean Theorem and its converse. 8.G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
Use the Pythagorean Theorem to determine the exact ratios of the sides in 30-60-right triangles and isosceles right triangles.	7		8.G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
Determine the image of a triangle under translations, rotations, and reflections.	7		8.G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
D. Measurement			
Choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.	8	7.RP 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	
Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (for example, miles per hour and feet per second, cubic inches to cubic centimeters).	8		4.MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>

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Use measures expressed as rates (for example, speed, density) and measures expressed as products (for example, person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.	1		6.EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. 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.
Compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects.	1, 4	7.G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
Know how perimeter, area, and volume are affected by changes of scale.	7		
Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.	4	7.G 3. Describe the two-dimensional figures that result from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	
Relate the changes in measurement with a change of scale to the units used (for example, square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches of $[1 \text{ ft}^2 = 144 \text{ in}^2]$, 1 cubic inch is approximately 16.38 cubic centimeters $[1 \text{ in}^3] = [16.36 \text{ cm}^3]$).	8		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.
III. Probability and Statistics			
Show the relationship between two variables using a scatter-plot and describe the apparent relationship informally.	3, 4		8.SP1. 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.

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Find the upper and lower quartiles for a data set.	2, 4		S-ID. 2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
Understand that if p is the probability of an event occurring, $1 - p$ is the probability of the event not occurring.	7	7.SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	7.SP 5.
Understand the difference between independent and dependent events.	7		S-CP 2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

Core Knowledge Sequence Grade 8	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Algebra			
A. Properties of the Real Numbers			
Be able to raise a positive number to a fractional power and simplify appropriately, including rationalizing the denominator of a simple radical expression.	8		N-RN 1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5
Know and use of the rules of exponents extended to fractional exponents.	7	8.EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	
Use the definition of absolute value to solve equations such as $ 2x - 3 + 3x = 4x - 2$ and understand why “extraneous solutions” are not solutions at all.	7		6.NS 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^\circ\text{C} > -7^\circ\text{C}$ to express the fact that -3°C is warmer than -7°C . A-REI. 2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
B. Relations, Functions, and Graphs (Two Variables)			
Be able to plot a set of ordered pairs and surmise a reasonable graph of which the points are a part.	4	8.EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	

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Be able to make a reasonable table of ordered pairs from a given function rule, plot the points, and surmise its graph.	4	8.F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	
Know that the points of intersections of two graphs are simultaneous solutions of the relations that define them and indicate approximate numerical solutions.	7	8.EE 8 Analyze and solve pairs of simultaneous linear equations. <ul style="list-style-type: none"> a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. c. 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 	
C. Linear Equations and Functions (Two Variables)			
Graph linear equations by finding the x- and y-intercepts; for example, know that $2x + 3y = 4$ is linear and graph it using its intercepts.	7		F—IF. 7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ <ul style="list-style-type: none"> a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
Be able to convert between slope-intercept form ($y = mx + b$) and standard form ($ax + by = c$).	8	8.F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	
Write an equation for a line given two points or one point and its slope.	8		

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Know lines are parallel or perpendicular from their slopes.	7		G-CO 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
Find the equation of a line perpendicular to a given line that passes through a given point.	4		G-GPE. 5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
Understand and be able to graph the solution set of a linear inequality.	4		A-REI 12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Solve a system of two linear equations in two variables algebraically and interpret the answer graphically.	2, 4	8.EE 8 Analyze and solve pairs of simultaneous linear equations. b. 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.	

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Solve a system of two linear inequalities in two variables and sketch the solution set.	2, 4	<p>8.F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p> <p>8.F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>8.F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally</p>	

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Solve word problems (including mixture, digit, and age problems) that involve linear equations.	2, 4	<p>8.SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8.SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</p> <p>8.SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. 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?</p>	
D. Arithmetic of Rational Expressions			
Factor second- and higher-degree polynomials when standard techniques apply, such as factoring the GCF out of all terms of a polynomial, the difference of two squares, and perfect squares trinomials.	8		<p>A-APR 2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A-APR 3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>

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Add, subtract, multiply, and divide rational expressions and express in simplest form.	1, 4	<p>8.NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>8.NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π). 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.</p>	7.EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
E. Quadratic Equations and Functions			
Solve quadratic equations in one variable by factoring or by completing the square.	1, 2, 4		N-CN. 7 Solve quadratic equations with real coefficients that have complex solutions.
Complete the square to write a quadratic expression as the difference of two squares.	1, 4		<p>A-SSE 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
Graph quadratic functions by completing the square to find the vertex and know that their zeros (roots) are the x-intercepts.	7		

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<p>Know the quadratic formula and be familiar with its proof by completing the square.</p>	<p>7</p>		<p>A-SSE 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ul style="list-style-type: none"> a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
<p>Know how to clear fractions to solve equations that lead to linear or quadratic equations.</p>	<p>8</p>		<p>A-SSE 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ul style="list-style-type: none"> a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
<p>Know how to use squaring to solve problems that lead to linear or quadratic equations.</p>	<p>8</p>		<p>A-SSE 3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ul style="list-style-type: none"> a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

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Solve word problems, including physical problems such as the motion of an object under the force of gravity, and combined rate (work) problems.	2, 4		
II. Geometry			
A. Analytic Geometry			
Reinforce the knowledge of algebra with geometry and vice versa.	1		
Know that the midpoint of a line segment of any slope, projected perpendicularly onto the horizontal x-axis or vertical y-axis, will be the midpoint of its projection.	7		N-CN 6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.
Know the similar triangles connection (AA Similarity) with slope and that this is the tangent of the angle the line makes with the x-axis.	7	8.EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	
B. Introduction to Trigonometry			
Know that in a right triangle the cosine of an angle is the ratio of the adjacent side to the hypotenuse and the sine is the ratio of the opposite side to the hypotenuse.	7		G-SRT 7. Explain and use the relationship between the sine and cosine of complementary angles.
Know the values of the sine, cosine, and tangent of 0, 30, 45, 60, and 90 degrees and use a scientific calculator to determine the approximate value of any acute angle.	7		G-SRT 7. Explain and use the relationship between the sine and cosine of complementary angles. G-SRT 10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
Use a scientific calculator to determine the approximate value of an acute angle of a given sine, cosine, or tangent.	5		F-TF 9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. G-SRT 7. Explain and use the relationship between the sine and cosine of complementary angles.

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C. Triangles and Proofs			
Prove that the bisector of an angle is the set of all points equidistant from both sides.	3		G-CO 9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
Prove that any triangle inscribed in a circle with one side as the diameter is a right triangle.	3		G-CO 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
Prove the Pythagorean Theorem.	3	8.G 6. Explain a proof of the Pythagorean Theorem and its converse. 8.G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8.G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
Know that a line tangent to a circle is perpendicular to the radius at the point of tangency.	7		
Taking geometry as a model, understand the concept of a mathematical proof, as distinct from an opinion, an approximation, or a conjecture based on specific cases.	3	8.G 6. Explain a proof of the Pythagorean Theorem and its converse	
In geometry and elsewhere, understand that a single-counter example suffices to disprove a general assertion.	3		

FIRST GRADE LANGUAGE ARTS STANDARDS AND COURSE OF STUDY

Sensory Cognition (ability to use four sensory pathways to the mind)	Listening, Letter Formation Phonetics, Spelling	Speaking, Speech Vocabulary	Grammar/Syntax Composition	Reading/Comprehension Literature Resources
<p>AUDITORY SKILLS</p> <p>ATTENTION & DISCRIMINATION</p> <p><u>Master Auditory Sub-skills in Attention and Discrimination:</u> Loud / soft sounds High / low sounds Beginning (onset) sounds Medial Vowel sounds Ending consonant cluster sounds Riming sounds (vowels ending consonants) 42 elementary English sounds (phonemes) in isolation Recognize 42 sounds in words Distinguish 42 phonemes in syllables and words for oral encoding Recognize open syllable sounds Recognize closed syllable sounds</p> <p>AUDITORY MEMORY</p> <p>Recall 42 phonemes represented by 118 graphemes Recall sounds in sequence Recall words in spoken poetry and nursery rhymes Recall melodies and words from songs</p> <p>AUDITORY IMAGERY</p> <p>Recall phonemes related to mental images of the form and shape of corresponding letters (graphemes) Connect spoken sentences with mental images of meaning Connect spoken words with mental images related to meaning</p>	<p>ORTHOGRAPHY</p> <p>LISTENING, LETTERS, PHONETICS</p> <p>SPELLING</p> <p><u>Master Letter Formation & Phonetics</u> Listen to 42 spoken phonemes and write 71 associated graphemes (phonograms) by dictation Form 26 letters of the alphabet Write 71 English graphemes (correct spelling patterns) Adhere to margin lines Top Base line Base line Two dotted middle lines 2, 10, 8, and 4 on a clock face Space between individual letters Practice for spacing between words in a sentence Use sequencing for letter formation Recognize and use: Vowels / Consonants 2, 3, 4-letter spelling patterns Diphthongs / Digraphs Schwa vowel sounds vs. correct spelling Silent letters 118 spelling patterns to write K-3 vocabulary Written letters to represent speech sounds for thoughts Phonemes and graphemes for encoding, recoding, and decoding 850 words Phonemes & graphemes to spell, sound, and read 6 spelling words per day (30 per week / 850 per year) to achieve automaticity</p>	<p>SPEAKING-SPEECH-VOCABULARY</p> <p><u>Master Speaking to:</u> Say 71 common phonograms Sequence and pronounce 42 sounds in explicit (in isolation) phonics instruction dictation Sequence and pronounce 42 sounds in spelling dictation Respond to Socratic instruction saying phonemes & graphemes to encode: 1-3 syllable words w/71 phonograms Articulate rules of spelling, plurals, and syllabication Recode (chorally) dictate words by phoneme by grapheme Pronounce schwa vowels as well as think to spell correct spelling sounds Pronounce words in isolation Speak to read original sentences to class Use various voice inflections Use rhythm Use accented syllables Be able to pronounce and use 4,000 to 24,000 words in sentences Use accurate pronunciation in oral reading Practice oral spelling with sounds only</p> <p><u>Practice Speech Skills:</u> Speak, individually, in front of class in full sentences with correct grammar and syntax Answer questions in full sentences Give oral responses to questions Give oral directions Dramatize (tell) stories and plays</p>	<p>SYNTAX - COMPOSITION</p> <p><u>Master Syntax and Composition Skills:</u> Write imaginatively from provocative pictures Write from ideas advanced by others Write original simple sentences using spelling / vocabulary words Learn the definition of a simple sentence Write sentences from dictated sentences which can be spelled correctly Write 3-4 sentence paragraphs: with topic sentence with 2 - 3 sentences about topic sentence Define, write, punctuate, and capitalize four kinds of sentences: Declarative Interrogative Imperative Exclamatory Classify four types of sentences: Subject - Intransitive Verb Subject - Transitive Verb - Object Subject - Linking Verb - Pred. Norm. Subject - Linking Verb - Pred. Adj. Recognize types of sentences in literature or other course work</p> <p><u>Practice capitalization in composition</u> First word in sentence Names, initials, and titles Days of the week Months of the year Geographical names Names referring to Deity Names of holidays</p>	<p>READING</p> <p><u>Master Phonetics-Decoding</u> Recode (read) 71 phoneme/grapheme relationships in dictated spelling lessons (<i>English spelling patterns</i>) Recognize and read letter names Read and comprehend 850 spelling words Read original sentences using spelling words (first in-context, decodable text) Blend and read spelling words in isolation with phonetics and rules Sound, read, and comprehend six spelling words per day Read classmates' written sentences Read open and closed syllables in words Read consonant clusters which are 2 or more elementary sounds Understand the alphabetic principle - that written or printed letters represent speech sounds Understand that words must be decoded / encoded accurately to permit the fluency required for comprehension</p> <p>LITERATURE / COMPREHENSION</p> <p>Beginning in the 10th week, read from books for knowledge and entertainment Attain fluency with printed words to free the mind for comprehension</p>

Sensory Cognition [ability to use four sensory pathways to the mind]	Listening, Letter Formation Phonetics, Spelling	Speaking, Speech Vocabulary	Grammar/Syntax Composition	Reading/Comprehension Literature Resources
<p>LISTENING Recognize pronunciation with dialects and regionalisms Attend to stories read aloud Recognize various voice tones Recognize differences in voiced expressions Recognize accented syllables Recognize voiced inflections Recognize rhythm Listen to and follow oral instructions</p> <p>VISUAL MOTOR SKILLS: COORDINATION/ DIRECTIONALITY <u>Master Coordination & Directionality in:</u> Accurate sense of directionality (up/down, left/right, top/bottom, under/over/on, around, middle, back/front, far/near, open/closed, inside/outside, above/below, ahead/behind) Form 26 letters of alphabet from oral instructions and visual checkpoints without a visual aid Adher to margin lines Space between letters Use lined paper and posture Hold pencil properly to reduce stress Use lined paper correctly Recognizing difference between manuscript and book print Form graphemes (letters) to learn phonemes (sounds) Write letters while saying sounds</p>	<p>Use a mnemonics marking system to aid visual memory and auditory memory of spelling patterns Encode one, two, and three-syllable words from dictation Practice oral spelling, but with sounds Recognize syllable breaks <u>Practice</u> Make visual comparisons between dictation taken and given Note teacher corrections Recognize phonetic variations in irregularly spelled words Recognize dictionary pronunciation vs. correct spelling Learn exceptions to spelling rules where applicable Recognize and use accented syllables Spell words in literature, composition, or vocabulary</p> <p>RULES OF ORTHOGRAPHY PLURALS - SYLLABICATION, CAPITALIZATION - PUNCTUATION <u>Master Spelling Rules -not fully stated</u> q always followed by u (qu) c before e, i, or y says 's' g before e, i, or y may say 'j' Often double l, f, s, after a single vowel at end of one syllable word ck used after short vowel dge used after short vowel z used to say 'z' at beginning s never follows x Double consonants are both sounded for spelling s-h used at beginning of word and at end of a syllable</p>	<p>Read or recite poetry using proper cadence and rhythm Speak in appropriate cadence in choral readings Ask questions by addressing by name, the person spoken to, and raising the voice at the end Make oral announcements Talk about current news events Give oral book reports Eliminate incorrect or annoying "habits of speech" Participate in group singing: Accompanied Unaccompanied Hum melodies while listening to music</p> <p>VOCABULARY <u>Master Vocabulary Necessary to:</u> Sound, read, understand, and use 6 spelling words per day (30 per week / 850 per year) Understand and use words which are in the vocabulary of literature and other course work Identify, understand, chart, and use a variety of : Synonyms Antonyms Homonyms Homographs Homophones Paronyms Compound words Plurals Use common prefixes and suffixes Practice meaning and use of suffixes s, ed, ing, es, y, er, est, ness, less, ly, ful</p>	<p><u>Master Punctuation:</u> Period at end of sentence after initials after numerals Question mark Apostrophe in contractions in possessive nouns Comma in dates in direct quotations between city and state after greeting in friendly letter after closing in friendly letter Exclamation mark Quotation marks exact words of speaker direct quotations</p> <p><u>Practice Subject and Predicate:</u> Record S/ P on wall charts Write S/P sentences Diagram S/P sentences Identify complete subject / complete predicate Identify simple subject / simple predicate Discover simple subject and predicate in literature</p> <p><u>Practice Etymology (Parts of Speech)</u> Write and diagram sentences using eight parts of speech: Nouns, classified as: Common / Proper Singular / Plural Nouns, used as Subjects</p>	<p>Read for fluency and comprehension: Literature Other "across the curriculum" assignments</p> <p><u>Find and Read:</u> Synonyms and Antonyms Homonyms, Homophones, and Homographs Plurals Compound words Common suffixes: s, es, ed, ing, y, er, est</p> <p><u>Practice Comprehension:</u> Understand that the purpose of reading is to discover the author's message and intent while also: Distinguishing fact from fantasy Recalling sequences in a story Anticipating outcomes Interpreting inferences and implied meanings Determining main idea Recognizing important ideas and details</p> <p><u>Introduce comprehension exercises to:</u> Understand relevant facts Determine time, place, cause, and effect Summarize or retell fact or fiction, orally and in writing Recognize that reading takes the reader into art, culture, and intellect not accessible from spoken language only Follow written instructions</p>

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<p><u>Practice Coordination - Directionality to:</u> Develop hand-eye coordination Refine motor coordination for letter formation, spacing, margins, etc. Acquire ability to estimate distances Acquire sense of spatial relationships Maintain natural, comfortable position while speaking</p> <p>VISUAL ATTENTION DISCRIMINATION / COORDINATION Master Visual Attention, Discrimination and Coordination to: Recognize differences between foreground and background Notice likenesses and differences Relate parts to whole</p> <p>VISUAL / VISUAL MOTOR SEQUENCING / MEMORY ASSOCIATION Recognize and recall proper sequencing Recognize and recall directions Make visual comparisons Use left to right print flow Recall spatial relationships Develop accurate linear eye movements Recognize differences in patterns Recognize different colors</p> <p>VERBAL SKILLS: Master speech abilities to: Pronounce words with proper: Voice inflection Tone Rhythm Enunciation Articulation</p>	<p>a, e, o, u say long sound at end of "open" syllable i and o may say long sound before two consonants i and y may say short 'i' but usually say long e or i y, not i, is used at the end of a word a-y is used to say long a to end a word o-r may say er after w (works) Four Silent Final e rules: To let vowel say its name English words do not end with v or u Let c and g say soft sounds Every syllable needs a vowel (a ble) All, till, & full written with one L if added to another syllable Master Plural Rules: Add s to form most plurals Add es to nouns ending with the sounds of s, z, ch, sh, or j Nouns ending in a vowel and y add s (monkey) Nouns ending in a consonant and y change the y to i and add es (puppy / puppies) Master Syllabication Rules: A one-syllable word is never divided Compound words are divided between the single words (in to) Divide between two consonants unless they make one sound (per haps, ma chine) Divide between the root and the affix (re run, soft ness) Divide after a closed syllable if the first vowel is short (lem on) Divide after the open syllable if the first vowel orowel sound is long (pa per) Master Capital Letter Rules: Capitalize names or titles of people, places, books, days, and months</p>	<p><u>Introduce</u> Prefixes bi, pre, un, re, mis, dis Learn meaning of all words in the: <i>Language of instruction</i> Basic words used in questions Terms used in word classifications Oral instructions from teacher dictation and Socratic questioning Grammar and syntax instructions Terms used in counting and measuring</p>	<p>Direct Objects Predicate Noun Object of Preposition Pronouns, used as: Subject Pronouns Object Pronouns Possessive Pronouns Classified as: Personal Pronouns Singular / Plural Verbs, classified as: Regular / Irregular Auxiliary (helping) Verbs Verbs, used as: Intransitive Verbs Transitive Verbs Present / Past / Future Tense Linking Verbs Singular (She writes) Plural (They write) Articles: a, an, the Adjectives used to answer: What kind? Which one? Whose? How many? Adverbs used to answer: When? Where? Why? How? How much? Conjunctions: and, but, or, nor, because Prepositions, used to show relationships Prepositional Phrase Interjections COMPOSITION Introduce the Writing Process: Pre-write</p>	<p>COMPREHENSION ASSESSMENT Test comprehension with normed tests 2-3 times a week</p> <p>RESOURCES: Use and read Spelling and Usage Dictionary (4,832 words) Help prepare, use, and read wall charts for definitions, rules, and illustrations Use classroom library Use encyclopedias</p> <p>LITERATURE: Selections left to discretion of district or state We recommend classic literature such as Core Knowledge Foundation recommendations; anything with an expanding vocabulary</p>

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<p>Accent</p> <p>Pronounce and use 4,000 - 24,000 words in sentences [beginning comprehensible vocabulary]</p> <p>Pronounce, in isolation, 42 elementary English sounds</p> <p>Use accurate pronunciation in oral reading</p> <p>Apply phonemes in words for oral encoding</p> <p>Use precise articulation of 42 elementary sounds</p> <p>Use various voice tones and rhythm</p> <p>Participate in choral readings</p> <p>Follow multiple oral instructions</p> <p>Use accented syllables</p>	<p><u>Practice Orthography Rules:</u></p> <p>Final y is changed to i if suffix does not begin with i</p> <p>Double final consonant before vowel suffix in a closed one-syllable word</p> <p>Double final consonant before vowel suffix in two-syllable word if accent is on last syllable except when suffix throws accent to first syllable</p> <p>Add past tense ending suffix e-d to words with various endings</p> <p>Silent e is dropped for most vowel suffixes</p> <p>Silent e is usually kept for consonant suffixes</p> <p>Use ei after c, if we say long a, and in some exceptions</p> <p>t-i, s-i, c-i used at beginning of a syllable after first one</p> <p>s-i says sh when previous syllable ends in s</p> <p>s-i can say zh with suffixes</p> <p><u>Practice Syllable Rules</u></p> <p>Divide between two vowels when sounded separately (di et)</p> <p>Vowels sounded alone form their own syllable (dis o bey)</p> <p>When a word ends in a consonant and le, divide before that syllable if it is sounded separately (ca ble)</p> <p><u>Practice Apostrophe Rules:</u></p> <p>An apostrophe takes the place of missing letters in a contraction</p> <p>An apostrophe shows ownership in singular or plural nouns</p> <p>An apostrophe is not used in possessive pronouns</p> <p><u>Master Daily Spelling Tests</u></p> <p>Take 30-word test daily, adding six new words and dropping six oldest</p> <p>Take normed spelling pattern diagnostic test once a month</p>		<p>Gather Information</p> <p>Find ideas about subject</p> <p>Sort ideas into groups</p> <p>Be observant of surroundings</p> <p>Draft - Put ideas on paper</p> <p>Revise</p> <p>Rearrange ideas</p> <p>Revise and refine ideas</p> <p>Conference with teacher</p> <p>Conference with peers</p> <p>Offer constructive suggestions in writing and revising</p> <p>Proofread</p> <p>Use proofreader marks</p> <p>Conference with teacher</p> <p>Conference with peers</p> <p>Correct spelling errors</p> <p>Correct errors in syntax</p> <p>Correct errors in capitalization</p> <p>Final copy</p> <p>Illustrate</p> <p>Neat final copy with correct letter formations, margins, and spacing</p> <p>Writing projects</p> <p>Sentences</p> <p>Topic Sentences</p> <p>Paragraphs</p> <p>Book Reports</p> <p>Friendly Letters</p> <p>Address Envelopes</p> <p>Autobiographies</p> <p>Use in composition:</p> <p>Homonyms</p> <p>Homographs</p> <p>Homophones</p> <p>Introduce <u>Composition of Poetry:</u></p> <p>Basic knowledge of definitions and structure</p> <p>Rhyming Verse</p> <p>Begin writing poetry</p>	

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correlated to the Common Core State Standards for Mathematics

*Key: TB = Textbook, WB = Workbook

Standards	Descriptor	Page Citations
Operations and Algebraic Thinking		1.OA
Represent and solve problems involving addition and subtraction.		
1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	TB-A: 27-38, 42-50, 70-74 WB-A: 25-32, 34-36, 43-51, 64-66, 101-113, 120, 127, 129-131, 183, 185-186 TB-B: 7-15 WB-B: 13-18, 71, 197-199
2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	TB-B: 44-45 WB-B: 63-64, 66
Understand and apply properties of operations and the relationship between addition and subtraction.		
3	Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>	TB-A: 32, 50, 70-74 WB-A: 32-33, 40, 47-48, 53-54, 102-106, 108-113, 116-122 TB-B: 44-45 WB-B: 63-65
4	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	TB-A: 24-25, 38, 66 WB-A: 20-24, 107, 110
Add and subtract within 20.		
5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	TB-A: 35-37, 51-53, 75 WB-A: 36-39, 57-58, 114-115 TB-B: 46-47

Standards	Descriptor	Page Citations
6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	TB-A: 35–37, 40, 50–52, 55, 70–78 WB-A: 36–39, 53–55, 57–58, 81, 101–115, 120
Work with addition and subtraction equations.		
7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	TB-A: 27 WB-A: 86, 119
8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	TB-A: 38, 66 WB-A: 107, 110
Number and Operations in Base Ten		1.NBT
Extend the counting sequence.		
1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	TB-B: 22, 25, 28, 85–87, 91–93 WB-B: 30, 37–38, 68, 134–135, 142, 147–149 (Numbers to 100 only)
2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
a	10 can be thought of as a bundle of ten ones — called a “ten.”	TB-A: 25, 62–66 WB-A: 23–24, 89–92
b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	TB-A: 62–66, 70–72 WB-A: 89–92, 94–95, 189–190
c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	TB-A: 63 TB-B: 22–23, 25, 35, 76–79, 85 WB-B: 130–132
3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	TB-B: 29, 89–90 WB-B: 39, 150–152

Standards	Descriptor	Page Citations
Use place value understanding and properties of operations to add and subtract.		
4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	TB-A: 70–73, 76 WB-A: 102–107 TB-B: 34–35, 38–41, 82, 85, 87–88, 92–99 WB-B: 42, 44–57, 139–140, 147, 149, 153–166
5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	TB-B: 34–35, 38, 85, 87–88 WB-B: 42–44, 47–48, 144–149, 217
6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	TB-B: 38 WB-B: 171–174
Measurement and Data		1.MD
Measure lengths indirectly and by iterating length units.		
1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	TB-A: 91–94 WB-A: 151–153, 195
2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	TB-A: 95–96 WB-A: 154–156, 196
Tell and write time.		
3	Tell and write time in hours and half-hours using analog and digital clocks.	TB-B: 68–72 WB-B: 115–122, 225
Represent and interpret data.		
4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	TB-B: 16–21 WB-B: 19–29

Standards	Descriptor	Page Citations
Geometry		1.G
Reason with shapes and their attributes.		
1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	TB-A: 83–90 WB-A: 132–135, 137, 141–148, 193
2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	TB-A: 89–90 WB-A: 149, 194 WB-B: 224
3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	TB-B: 66–67 WB-B: 109–114, 223

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Standards	Descriptor	Page Citations
Operations and Algebraic Thinking		2.OA
Represent and solve problems involving addition and subtraction.		
1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	TB-A: 24–31, 43–46, 55–56, 58, 89, 101–102 WB-A: 31–32, 36–37, 45, 81, 86, 174 TB-B: 8–12, 100, 137 WB-B: 114
Add and subtract within 20.		
2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	TB-A: 24–27 WB-A: 31–33 TB-B: 8–9
Work with equal groups of objects to gain foundations for multiplication.		
3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	TB-A: 105–107 WB-A: 115–116 WB-B: 143 See Grade 3: TB-A: 97
4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	TB-A: 90, 92 WB-A: 96, 99
Number and Operations in Base Ten		2.NBT
Understand place value.		
1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	
a	100 can be thought of as a bundle of ten tens — called a “hundred.”	TB-A: 13–15 WB-A: 15, 17, 24
b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	TB-A: 13, 15
2	Count within 1000; skip-count by 5s, 10s, and 100s.	TB-A: 9, 13–16 WB-A: 7–8, 12, 15, 17 TB-B: 30–31, 34 WB-B: 43, 49, 143

Standards	Descriptor	Page Citations
3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	TB-A: 8-19, 23 WB-A: 9-11, 15-23, 25, 28-29, 87
4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB-A: 20-21, 23 WB-A: 24-25, 29
Use place value understanding and properties of operations to add and subtract.		
5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	TB-A: 24-31 WB-A: 31-37 TB-B: 8-13 WB-B: 7-12, 18-19
6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	TB-A: 24-26, 28-29, 31, 33 WB-A: 9, 14, 31, 34, 36-38, 47 TB-B: 8, 10-16 WB-B: 7-9, 12, 15-16, 23 (Adding up to 3 numbers, including 3-digit numbers)
7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	TB-A: 24-57 WB-A: 31-67 TB-B: 8-20 WB-B: 7-25
8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	TB-A: 12, 22-23, 74-75, 126 WB-A: 12-14, 26-27, 30 TB-B: 14-19 WB-B: 15-25
9	Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects.)	TB-A: 24-37, 39-45, 47-54 WB-A: 32, 36, 38, 42 TB-B: 8-20 WB-B: 7

Standards	Descriptor	Page Citations
Measurement and Data		2.MD
Measure and estimate lengths in standard units.		
1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	TB-A: 61–62, 65–75 WB-A: 73–75, 78, 80
2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	TB-A: 59–60, 71, 73, 126 WB-A: 72, 186
3	Estimate lengths using units of inches, feet, centimeters, and meters.	TB-A: 63, 67 WB-A: 75–78
4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	TB-A: 64–65, 68, 72 WB-A: 74, 76, 78
Relate addition and subtraction to length.		
5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	TB-A: 64–65, 68, 74–75, 101, 125–126 WB-A: 88, 91, 174 WB-B: 90
6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	TB-B: 108–110 WB-A: 157, 159–160 See Grade 1: TB-A: 16–17, 51–53
Work with time and money.		
7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	TB-B: 76–79 WB-B: 115–121
8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	TB-B: 45–48 WB-B: 67, 72–74
Represent and interpret data.		
9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	TB-A: 60, 63, 67, 69

Standards	Descriptor	Page Citations
10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	TB-B: 101–102 WB-B: 149 See Grade 1: TB-B: 16–21 WB-B: 19–29
Geometry		2.G
Reason with shapes and their attributes.		
1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	TB-B: 116–119, 125–126 WB-B: 168–173, 181–182
2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	See Grade 3: TB-B: 139–144 WB-B: 163–166
3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	TB-B: 62–64 WB-B: 92–93

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*Key: TB = Textbook, WB = Workbook

Standards	Descriptor	Page Citations
Operations and Algebraic Thinking		3.OA
Represent and solve problems involving multiplication and division.		
1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	TB-A: 69–71, 75, 111–112, 117–119, 124–125, 128 WB-A: 66–71, 111
2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	TB-A: 72–73, 76, 78 WB-A: 72–73
3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	TB-A: 69–71, 75–81 WB-A: 67–68, 79–81, 181 TB-B: 57, 62, 64, 110, 126 WB-B: 27, 45
4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</i>	TB-A: 69–73, 76, 78–79, 112–113, 116, 118–120, 124, 126, 128–129 WB-A: 71–77, 95, 113–115, 122–124, 132–134, 141–142

Standards	Descriptor	Page Citations
Understand properties of multiplication and the relationship between multiplication and division.		
5	Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	TB-A: 70, 72–73, 84, 108–109, 111–113, 118–120, 124, 128–130, 133–134 WB-A: 67, 69, 73, 111, 150–151
6	Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	TB-A: 72–73, 113 WB-A: 72–77
Multiply and divide within 100.		
7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	TB-A: 68–81, 108–113, 117–120, 124–125, 128–130 WB-A: 66–67, 73–77, 104, 111–114, 117, 122–124, 127, 132–133, 141–142
Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	TB-A: 62–64, 67, 79–81 WB-A: 59–61, 64–65, 82–85, 131, 140, 149 TB-B: 45, 63, 126, 137 WB-B: 45–46
9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	TB-A: 15–17, 111–112, 118–119, 124, 128–130 WB-A: 14–16, 68, 71, 104, 156
Number and Operations in Base Ten		3.NBT
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
1	Use place value understanding to round whole numbers to the nearest 10 or 100.	TB-A: 18–23 WB-A: 17–20

Standards	Descriptor	Page Citations
2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	TB-A: 27–40, 45–49, 62–63 WB-A: 26–38, 42–47, TB-B: 27 WB-B: 44
3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	TB-A: 82–84, 92, 109 WB-A: 86, 88, 150
Number and Operations—Fractions		3.NF
Develop understanding of fractions as numbers.		
1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	TB-B: 85–87 WB-B: 90–95
2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	See Grade 4: TB-A: 79 WB-A: 70
b	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	See Grade 4: TB-A: 79 WB-A: 70
3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	TB-B: 91–96 WB-B: 104–107
b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	TB-B: 91–96 WB-B: 100–107
c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>	TB-B: 85–86, 93 WB-B: 90–93, 101–102 See Grade 4: TB-A: 90–93 WB-A: 79, 82–83, 86

Standards	Descriptor	Page Citations
d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	TB-B: 88–89 WB-B: 96–97
Measurement and Data		3.MD
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	TB-B: 112–115 WB-B: 123–126
2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	TB-B: 30–31, 48–50 WB-B: 28–29, 49–50 See Grade 2: TB-B: 90–94 WB-B: 139–140
Represent and interpret data.		
3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	TB-A: 140–143 WB-A: 162–167 See Grade 2: TB-B: 101–113 WB-B: 148–161
4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	See Grade 2: TB-B: 72–73
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	TB-B: 139–143 WB-B: 159–166

Standards	Descriptor	Page Citations
b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	TB-B: 139–146 WB-B: 159–169
6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	TB-B: 139–146 WB-B: 159–169
7	Relate area to the operations of multiplication and addition.	
a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	See Grade 4: TB-A: 141–144 WB-A: 162–163
b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	See Grade 4: TB-A: 141–144 WB-A: 162–164
c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	TB-A: 111–112, 118–119, 124, 128, 130
d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	See Grade 4: TB-A: 151–155 WB-A: 172–174
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	TB-B: 147–150 WB-B: 170–172

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

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Standards	Descriptor	Page Citations
Operations and Algebraic Thinking		4.OA
Use the four operations with whole numbers to solve problems.		
1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	TB-A: 59, 64, 67 See Grade 3: TB-A: 77-79, 84, 91 WB-A: 84-85
2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	TB-A: 59-60, 64-67, 73 WB-A: 54, 66, 114, 160 TB-B: 32, 92 WB-B: 40
3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	TB-A: 51, 57-60, 64-67 WB-A: 49-50, 54-55, 66, 112-114, 116 WB-B: 40, 103, 117
Gain familiarity with factors and multiples.		
4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	TB-A: 26-37 WB-A: 21-27

Standards	Descriptor	Page Citations
Generate and analyze patterns.		
5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	TB-A: 17, 33 WB-A: 15 TB-B: 97-99 WB-B: 111-112
Number and Operations in Base Ten		4.NBT
Generalize place value understanding for multi-digit whole numbers.		
1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	TB-A: 19, 62-63, 68-70, 72 WB-A: 17-18 See Grade 3: TB-A: 82-84 WB-A: 86-88 See Grade 5: TB-A: 23-27 WB-A: 18-19
2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB-A: 8-15, 21 WB-A: 7-12, 15
3	Use place value understanding to round multi-digit whole numbers to any place.	TB-A: 22-24 WB-A: 19-20
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	TB-A: 51-58 WB-A: 40-50
5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 59, 61, 65, 67-72 WB-A: 51, 53, 56-61 See Grade 3: TB-A: 82-91 WB-A: 86-97
6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 60, 62-64, 66-67 WB-A: 52-53 See Grade 3: TB-A: 94-103 WB-A: 98-103

Standards	Descriptor	Page Citations
Number and Operations—Fractions		4.NF
Extend understanding of fraction equivalence and ordering.		
1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	TB-A: 77–80 WB-A: 67–70
2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	TB-A: 79–80 WB-A: 70, 87 See Grade 3: TB-B: 95–96 WB-B: 108
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.		
3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	
a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	TB-A: 81–87 WB-A: 71–76 See Grade 3: TB-B: 97–101 WB-B: 109–114
b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	TB-A: 88–92 WB-A: 77–85 See Grade 2: TB-B: 67 See Grade 3: TB-B: 85, 97
c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	TB-A: 88–89, 92–93 WB-A: 77–78, 83–85
d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	TB-A: 81–82, 87 WB-A: 75–76 See Grade 3: TB-B: 97, 99, 101

Standards	Descriptor	Page Citations
4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
a	Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	See Grade 5: TB-A: 64–66 WB-A: 60–63
b	Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	TB-A: 98–100 WB-A: 91–97 See Grade 5: TB-A: 69–70 WB-A: 62–63
c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	TB-A: 101–105 WB-A: 98–109
Understand decimal notation for fractions, and compare decimal fractions.		
5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.	TB-B: 17–18 WB-B: 19–20
6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	TB-B: 8–10, 12, 14–19 WB-B: 7–9, 12, 19–20
7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	TB-B: 21–22 WB-B: 25–26

Standards	Descriptor	Page Citations
Measurement and Data		4.MD
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.		
1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	TB-B: 129 WB-B: 144-145 See Grade 2: TB-A: 61-69, 76-87 TB-B: 90-94 See Grade 3: TB-B: 8-10, 13-15, 20-22, 26, 30-32, 41-42, 49-54, 57-60, 62
2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	TB-A: 40, 56, 58, 65, 67, 80, 97, 102, 104-105, 109, 140, 159, 161 WB-A: 49-50, 55, 66, 75, 78, 98-99, 101-103, 105-109, 112-113, 115-116, 158-159, 161, 179, 183 TB-B: 10-11, 14, 28-30, 34-35, 45-49, 58, 73, 90, 92, 104, 124, 128, 130-136, 147-148, 151 WB-B: 11, 39-40, 80, 103-104, 117-118, 120, 142-143, 156-160
3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	TB-A: 141-156 WB-A: 162-171
Represent and interpret data.		
4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	TB-B: 107-108, 111, 113 WB-B: 122-123, 126

Standards	Descriptor	Page Citations
Geometric measurement: understand concepts of angle and measure angles.		
5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	TB-A: 110–111, 114
b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	TB-A: 112–115 WB-A: 123–131
6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	TB-A: 112–115 WB-A: 121–131
7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	TB-A: 114–115 WB-A: 128–131
Geometry		4.G
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	TB-A: 111–124 WB-A: 117–124
2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	TB-A: 122–124, 126 WB-A: 133, 140–141, 143
3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	TB-B: 81–86 WB-B: 95–100

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Standards	Descriptor	Page Citations
Operations and Algebraic Thinking		5.OA
Write and interpret numerical expressions.		
1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	TB-A: 29-33 WB-A: 22-24
2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ without having to calculate the indicated sum or product.</i>	TB-A: 29-32 WB-A: 14, 22-24, 103 See Grade 4: TB-A: 41 WB-A: 32
Analyze patterns and relationships.		
3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	TB-B: 162 WB-B: 153 See Grade 4: TB-B: 97-99 WB-B: 111-112
Number and Operations in Base Ten		5.NBT
Understand the place value system.		
1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	TB-A: 8 TB-B: 9, 23-24 See Grade 4: TB-A: 8-12 WB-A: 7
2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	TB-A: 23-26 WB-A: 16-19 TB-B: 23-30 WB-B: 14, 16-17

Standards	Descriptor	Page Citations
3	Read, write, and compare decimals to thousandths.	
a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	TB-B: 8, 10 WB-B: 5 See Grade 4: TB-B: 12-15, 26 WB-B: 15, 21, 29
b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	TB-B: 11-12 WB-B: 6 See Grade 4: TB-B: 21-22, 24-25 WB-B: 25-26, 31
4	Use place value understanding to round decimals to any place.	TB-B: 13-15 WB-B: 7 See Grade 4: TB-B: 28-30 WB-B: 34-36
Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5	Fluently multiply multi-digit whole numbers using the standard algorithm.	TB-A: 23-28, 35-36, 42-43, 48-49 WB-A: 16-17, 27-28, 35-36, 76
6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	TB-A: 44-48, 50 WB-A: 37-40
7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	TB-B: 16-41 WB-B: 8-29 See Grade 4: TB-B: 35-67 WB-B: 42-76
Number and Operations—Fractions		5.NF
Use equivalent fractions as a strategy to add and subtract fractions.		
1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	TB-A: 58-63, 106 WB-A: 52-59, 77, 102

Standards	Descriptor	Page Citations
2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	TB-A: 60, 63, 79
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ 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?</i>	TB-A: 54–57 WB-A: 50–51
4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i>	TB-A: 67–75, 80–87 WB-A: 64–75, 81–86
b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	TB-A: 81, 83 WB-A: 80

Standards	Descriptor	Page Citations
5	Interpret multiplication as scaling (resizing), by:	
a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	TB-A: 80–87 WB-A: 79–87
b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	TB-A: 80–83 WB-A: 79–82
6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	TB-A: 80–87 WB-A: 80, 83–86
7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	
a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i>	TB-A: 88–89 WB-A: 87
b	Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i>	TB-A: 91–92 WB-A: 91–92
c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i>	TB-A: 91–92, 98, 106 WB-A: 90

Standards	Descriptor	Page Citations
Measurement and Data		5.MD
Convert like measurement units within a given measurement system.		
1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	TB-A: 71–72 WB-A: 66–69 TB-B: 44–47 WB-B: 34–36
Represent and interpret data.		
2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	TB-A: 64, 99 TB-B: 123 See Grade 3: TB-A: 145 See Grade 4: TB-B: 107–108, 111, 113 See Grade 6: TB-B: 89, 93
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.		
3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	
a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	TB-B: 48 See Grade 3: TB-B: 151–156 WB-B: 173–179 See Grade 4: TB-B: 137 WB-B: 150
b	A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.	TB-B: 49–53 See Grade 3: TB-B: 155–156 WB-B: 179 See Grade 4: TB-B: 137 WB-B: 150
4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	TB-B: 48–49 See Grade 4: TB-B: 137–138, 142 WB-B: 150–151

Standards	Descriptor	Page Citations
5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	
a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	TB-B: 50–52 See Grade 4: TB-B: 140–143 WB-B: 151–152
b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	TB-B: 51–52 WB-B: 37 See Grade 4: TB-B: 140–143, 145 WB-B: 150–152
c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	TB-B: 49 See Grade 4: TB-B: 137–139, 145 WB-B: 150
Geometry		5.G
Graph points on the coordinate plane to solve real-world and mathematical problems.		
1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).	TB-B: 156–163 WB-B: 151–154 See Grade 4: TB-B: 93–96 WB-B: 107–110
2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	TB-B: 128–130 WB-B: 122 See Grade 4: TB-B: 93–96 WB-B: 107–110

Standards	Descriptor	Page Citations
Classify two-dimensional figures into categories based on their properties.		
3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	TB-B: 95–98 See Grade 3: TB-B: 127–134 WB-B: 146–152 See Grade 4: TB-A: 122–127 WB-A: 140–143
4	Classify two-dimensional figures in a hierarchy based on properties.	See Grade 3: TB-B: 132–134 WB-B: 146–152 See Grade 4: TB-A: 122–127 WB-A: 140–143

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correlated to the Common Core State Standards for Mathematics

*Key: TB = Textbook, WB = Workbook

Standards	Descriptor	Page Citations
Ratios and Proportional Relationships		6.RP
Understand ratio concepts and use ratio reasoning to solve problems.		
1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>	TB-A: 90–95 WB-A: 75–76 See Grade 5: TB-A: 135–138 WB-A: 129–138
2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>	TB-A: 90–95 WB-A: 75–76
3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	
a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	TB-A: 92–99 WB-A: 22, 75–78 TB-B: 185 See Grade 5: TB-A: 139–143, 159, 162–163
b	Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	TB-A: 124–143 WB-A: 94–105, 109–110, 112
c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	TB-A: 73–77, 121 WB-A: 63–66, 89 See Grade 5: TB-B: 61–63, 69–73 WB-B: 51, 58–64
d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	TB-A: 96–99 WB-A: 77–78

Standards	Descriptor	Page Citations
The Number System		6.NS
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>	TB-A: 64–70 WB-A: 54–55, 57–58, 62 See Grade 5: TB-A: 93, 96–97 WB-A: 93, 95
Compute fluently with multi-digit numbers and find common factors and multiples.		
2	Fluently divide multi-digit numbers using the standard algorithm.	See Grade 5: TB-A: 25–26, 44–48 WB-A: 18, 37–40 TB-B: 18–21, 27–30, 33–34, 38–40 WB-B: 9–10, 16–18, 22–23, 27–29
3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	See Grade 5: TB-B: 16–41 WB-B: 8–29
4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	See Grade 5: TB-A: 17–18, 31–32 WB-A: 12–13, 24

Standards	Descriptor	Page Citations
Apply and extend previous understandings of numbers to the system of rational numbers.		
5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	TB-A: 39–42 See Grade 4: TB-A: 42–47 WB-A: 34–37 See Grade 5: TB-B: 149–151 WB-B: 146–147
6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	
a	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	TB-A: 40–41 See Grade 5: TB-B: 149–151 WB-B: 146–147
b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	TB-B: 185–186 See Grade 5: TB-B: 156–157 WB-B: 151
c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	TB-A: 40–42 WB-A: 21, 37–40 See Grade 4: TB-A: 42–44, 47 WB-A: 34–35 See Grade 5: TB-B: 149–151, 156–157 WB-B: 151
7	Understand ordering and absolute value of rational numbers.	
a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>	TB-A: 39–46 WB-A: 37–44 See Grade 4: TB-A: 42–45 WB-A: 36 See Grade 5: TB-B: 149–151 WB-B: 147

Standards	Descriptor	Page Citations
b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	TB-A: 39, 43 WB-A: 42 See Grade 4: TB-A: 42-43 WB-A: 34-35 See Grade 5: TB-B: 149-150 WB-B: 146
c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	TB-A: 40-44 See Grade 5: TB-B: 151 WB-B: 147
d	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	See Grade 4: TB-A: 42-43 WB-A: 36-37 See Grade 5: TB-B: 149-151 WB-B: 146
8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	TB-A: 26-30 WB-A: 21-28 TB-B: 185-192 WB-B: 155-161 See Grade 5: TB-B: 156-157 WB-B: 151
Expressions and Equations		6.EE
Apply and extend previous understandings of arithmetic to algebraic expressions.		
1	Write and evaluate numerical expressions involving whole-number exponents.	TB-B: 179-180 WB-B: 151, 153-154 See Grade 5: TB-A: 21 WB-A: 15
2	Write, read, and evaluate expressions in which letters stand for numbers.	
a	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i>	TB-A: 10-13, 19-25 WB-A: 5-10, 15-20 See Grade 5: TB-B: 140-144 WB-B: 139-140

Standards	Descriptor	Page Citations
b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i>	TB-A: 8–11 See Grade 5: TB-A: 17–21, 29–33 TB-B: 140–148
c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i>	TB-A: 19–25 WB-A: 15–20, 61 See Grade 5: TB-B: 140–148 WB-B: 139–143
3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	See Grade 5: TB-B: 140–148 WB-B: 144–145
4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	TB-A: 8–11 See Grade 5: TB-B: 140–148
Reason about and solve one-variable equations and inequalities.		
5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	TB-A: 14–18 WB-A: 11–14
6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	TB-A: 10–13, 19–25 WB-A: 5–10, 15–20, 90

Standards	Descriptor	Page Citations
7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	TB-A: 14–18 WB-A: 11–13
8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	
Represent and analyze quantitative relationships between dependent and independent variables.		
9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>	TB-A: 26 WB-A: 22
Geometry		6.G
Solve real-world and mathematical problems involving area, surface area, and volume.		
1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	See Grade 5: TB-A: 108–126, 133–134, 149 WB-A: 106–120, 125–127, 141 TB-B: 43, 59–60, 104–105, 120, 137 WB-B: 32, 45, 114, 137

Standards	Descriptor	Page Citations
2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	TB-B: 29–33 WB-B: 24–32 See Grade 4: TB-B: 140–146 WB-B: 151–152 See Grade 5: TB-B: 50–53, 60, 121 WB-B: 37
3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	See Grade 4: TB-B: 96 WB-B: 109–110
4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	See Grade 4: TB-A: 132–136 WB-A: 148–155 See Grade 5: TB-A: 127–130 WB-A: 121–122
Statistics and Probability		6.SP
Develop understanding of statistical variability.		
1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>	TB-B: 88–119 WB-B: 92–116
2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	TB-B: 88–119 WB-B: 92–116
3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	TB-B: 88–119 WB-B: 92–116
Summarize and describe distributions.		
4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
a	Reporting the number of observations.	TB-B: 89, 90–91, 96–98, 103–104, 106–107, 110–116, 120–127 WB-B: 105–108, 111–114, 116

Standards	Descriptor	Page Citations
b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	TB-B: 88-119 WB-B: 92-116
c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	TB-B: 88-94, 97-99, 105, 107-110, 114-117 WB-B: 92-95, 100, 103-108, 114-116
d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	TB-B: 90-92, 109-113, 117

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

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

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

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

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

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

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

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

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

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

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

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

Attachment 9

Provide, in Attachment 9, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the headmaster.

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades K – 2. In grades K-2, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the Indiana Standards for Language Arts and Mathematics, and meeting the state minimum attendance requirements.

Grades 3 – 5. In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on the Indiana Standards and the Core Knowledge Sequence for all applicable subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 in each of the following areas: English Language Arts, Mathematics, Science, and History. Promotion to the next grade level shall also require meeting the state minimum attendance requirements. Additionally, students in the grade 3 must take the IREAD-3. Students who do not pass IREAD-3 in the spring have an opportunity to retest in the summer. Students who do not pass the spring or summer administrations of IREAD-3 will be officially reported as a third grader, will continue to receive Grade 3 reading and literacy instruction, and will fully participate in the Grade 3 ISTEP+ assessment and IREAD-3.

Grades 6 – 8. To be promoted from grade 6 to grade 7, and from grade 7 to grade 8, students must meet all of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together.
- Meet the 90 percent state-mandated requirement for attendance.

Attachment 10

Provide, in Attachment 10, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. NOTE: Limit attachment to ten (10) pages.

Elementary

School starts at 8:00 a.m. for all students in grades Kindergarten through sixth (K-6) and ends at 3:30p.m.

For grades K-6, the number of hours in each day will be seven and a half (7.5) hours per day with three hundred and forty (340) instructional minutes. The number of school days per week will be five (5). The amount of instructional time will be 1,700 instructional hours per week.

Note: Instructional hours do not include recess, passing time, and lunch.

STUDENT DAYS

1st Quarter ~ 43 days

2nd quarter ~ 41 days

3rd quarter ~ 48 days

4th quarter ~ 48 days

First semester ~ 84 days

Second semester ~ 96 days Total ~ 180 days

Below is a sample schedule for a first grade student:

8:00-8:20am	Students arrive at school and participate in a flag ceremony and recitation in their classroom.
8:20-8:50am	Language Arts: In small reading groups, the students take turns reading a book from the Little Bear series.
8:50-9:30am	Phonics: Students learn new digraphs, practice spelling words, and learn a new letter.
9:30-9:50am	Language Arts: Students enjoy listening to a read-aloud book such as <i>Make Way for Ducklings</i> .
9:50-10:10am	Students play outside or in the gym, as the weather dictates.
10:10-11am	Mathematics: Students learn all of the number facts for subtracting from seven.
11-11:10am	Break
11:10-11:50am	Science: Students learn about the parts of plants and how plants grow.
11:50am-12:30pm	Lunch and recess.

12:30-1pm	Students hear an Aesop's Fable and participate in Socratic discussion.
1-1:10pm	Break and walk to specials.
1:10-1:50pm	Music: Students learn about the major categories of musical instruments (percussion, wind, stringed) that were represented in Ancient Egypt.*
1:50-2:30pm	Latin: Students learn first declension noun endings through song and games.*
2:30-2:50pm	Students play outside or in the gym, as the weather dictates.
2:50-3:30pm	History: Students learn about ancient Egypt and locate Egypt and the Nile River on a map.

*on alternating days students will participate in art and physical education.

Middle School

School starts at 8:00 a.m. for all students in grades seven through eight (7-8) and ends at 3:30p.m.

For grades 7-8, the number of instructional hours will be seven (7) fifty-five (55) minute class periods per day with three hundred eighty-five (385) instructional minutes. The number of school days per week will be five (5). The amount of instructional time will be 1,925 instructional hours per week.

Note: Instructional hours do not include passing time and lunch.

What a seventh grader's daily schedule may look like:

8:00-8:55am	English; Poetry and the elements of poetry.
9:00-9:55am	History and Geography; World War I: "The Great War" 1914-1918.
10:00-10:55am	Music; Classical Music: Romantic Composers and Works.
11:00-11:55am	Science; Atomic Structure.
12:00-12:30pm	Lunch and Leisure
12:35-1:30pm	Latin; Studying the five noun declensions, adjectives, present system of verbs.
1:35-2:30pm	Visual Arts; Art History: Impressionism.
2:35-3:30pm	Mathematics; Pre-Algebra: Properties of the Real Numbers
3:30pm	Dismissal

2016-2017 SOCS Calendar

July 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July	
4	Independence day

27-29	Hillsdale College Staff Training
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August	
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1--5	Hillsdale College Staff Training
10--12	Teacher Work Days
15	First Day of School

September	
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5	Labor Day
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October	
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10	Columbus Day
14	End of 1st Quarter

November	
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11	Veterans Day
23-25	Thanksgiving Break
28	Teacher Professional Development

December	
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16	Last Day for Students/End of 2nd Quarter
19	Begin Winter Break

January 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	Sa

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	Sa

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	Sa

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	Sa

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

January	
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2	First Day of School
16	Martin Luther King Jr. Day

February	
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12	Lincoln's Birthday
15	Washington's Birthday (or snow day)

March	
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10	End of 3rd Quarter
13-17	Spring Break

April	
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May	
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24	Last Day for Students/End of 4th Quarter
25	Teacher Work Day

June	
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	First and Last Days of School
	Teacher Professional Days
	No School for Students
	End of Grading Period
	180 Instructional Days/193 Teacher Professional Days

TIMES	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
7:45-8:00	Arrival							
8:00-8:10	Recitation	Recitation	Recitation	Recitation	Recitation	Recitation	Recitation	
8:10-8:20	Phonics/ Spelling	Reading	Reading	Literature	Literature	Spelling/ Grammar/ Handwriting	Spelling/ Grammar/ Handwriting	
8:20-8:30	Literature	Phonics/ Spelling/ Grammar/ Handwriting	Phonics/ Spelling/ Grammar/ Handwriting	Spelling/ Grammar/ Handwriting	Spelling/ Grammar/ Handwriting			
8:30-8:40	Sec. Ka For. Lang. & P.E. Sec. Kb Music & Art	Literature	Literature	Literature	Literature	Sec. 5a For. Lang. & P.E. Sec. 5b Music & Art	Sec. 6a For. Lang. Sec. 6b Music & Art	
8:40-8:50		Recess	Recess	Recess	Recess			
8:50-9:00		5 min break	5 min break	5 min break	5 min break			
9:00-9:10		Math	Math	Math	Math			Math
9:10-9:20	Sec. Ka Music & Art Sec. Kb For. Lang.	5 min break	5 min break	Latin	Latin	Latin	Latin	
9:20-9:30		Science	Science	Science	Science	Sec. 5a Music & Art Sec. 5b For. Lang & P.E.	Sec. 6a Music & Art Sec. 6b For. Lang.	
9:30-9:40		Lunch	Lunch					
9:40-9:50		Recess	Recess	Lunch	Lunch			
9:50-10:00	Rest Period	Literature	Literature	Recess	Recess			
10:00-10:10	Science	5 min break	5 min break	Sec. 3a For. Lang. & P.E. Sec. 3b Music & Art	Sec. 4a For. Lang. & P.E. Sec. 4b Music & Art	Recess	Recess	
10:10-10:20		Sec. 1a For. Lang. & P.E. Sec. 1b Music & Art	Sec. 2a For. Lang. & P.E. Sec. 2b Music & Art	5 min break	5 min break	Literature	Literature	
10:20-10:30		Recess	Recess			History/ Geography	History/ Geography	Science
10:30-10:40		Recess	Recess	Recess	Recess			
10:40-10:50	History/ Geography	Recess	Recess	Recess	Recess	History/ Geography	History/ Geography	
10:50-11:00		History/Geography	History/Geography	Sec. 3a Music & Art Sec. 3b For. Lang & P.E.	Sec. 4a Music & Art Sec. 4b For. Lang & P.E.			
11:00-11:10		Review Games	History/Geography	History/Geography	Sec. 3a Music & Art Sec. 3b For. Lang & P.E.			Sec. 4a Music & Art Sec. 4b For. Lang & P.E.
11:10-11:20								
11:20-11:30								
11:30-11:40								
11:40-11:50								
11:50-12:00								
12:00-12:10								
12:10-12:20								
12:20-12:30								
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2:30-2:40								
2:40-2:50								
2:50-3:00								
3:00-3:10								
3:10-3:20								
3:20-3:30								

Notes:

Week "A" each grade's section "a" has Foreign Language on MWF and P.E. on TTh
 Week "A" each grade's section "b" has P.E. on MWF and Foreign Language on TTh
 Week "B" each grade's section "a" has P.E. on MWF and Foreign Language on TTh
 Week "B" each grade's section "b" has Foreign Language on MWF and P.E. on TTh
 Week "A" each grade's section "a" has Music on MWF and Art on TTh
 Week "B" each grade's section "b" has Art on MWF and Music on TTh
 Week "A" each grade's section "a" has Art on MWF and Music on TTh
 Week "B" each grade's section "b" has Music on MWF and Art on TTh
 Kindergarten Teacher teaches K music and art
 10th grade students have a 1 semester required P.E. course

Attachment 11

Provide, as Attachment 11, the school's Enrollment Policy, which should include the following:

- a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.**
- b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.**
- c. Tentative lottery dates and procedures.**
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.**

a. Seven Oaks Classical School intends to enroll 54 students each year in each grade level. Research and experience has shown that student body populations thrive within certain numerical boundaries. Seven Oaks has intentionally designed the school to operate on a scale designed to create effective learning opportunities for each student. This principle is in effect for the school as well as classrooms. Seven Oaks admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

b. Tentative dates for the application period will be January 1-29, 2016. Intent-to-Enroll forms will be available on Seven Oaks' website, along with a description of the enrollment procedure. The forms will also be available for pick up in Seven Oaks' office. Intent-to-Enroll forms will be accepted in person or via U.S. Postal Service. Applicants will be put on an enrollment list in the order the Intent-to-Enroll forms were received. If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who have timely applied will be offered admission. If the number of applicants exceeds the number of vacant seats, Seven Oaks will hold a lottery to determine who will fill those spots.

c. Tentative lottery date will be February 13, 2016. This is approximately two weeks after the closing of the application period. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year. Seven Oaks will use a software program, to be determined, that has the component to facilitate the application process and lottery. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

d. The remaining names in the lottery will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Students are able to withdraw from Seven Oaks at any time during the school year. If a student would choose to re-enroll during the

school year, they will be put on the wait list, unless there is an open seat in their grade level. Currently-enrolled students are not required to re-enroll each year. Seven Oaks will accept transfer students; they must follow the enrollment policy set forth by the school.

Exceptions: Seven Oaks will exempt from the lottery students already admitted and siblings of students already admitted if there is a space available.

Attachment 12

Provide as Attachment 12 the school's discipline policy, which should include a summary of the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.**
- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.**
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.**
- d. A description of the appeal process that the school will employ for students facing expulsion.**
- e. How parents will be informed of the school's discipline policy.**

A. Practices to Promote Good Discipline

Part of our vision for educating students at Seven Oaks Classical School is to unite students, parents, guardians, educators, through an educational environment that rewards creativity and builds community ties. Strong academic standards, positive character education and community partnerships will encourage students to become independent and responsible thinkers. Seven Oaks Classical School aspires to socioeconomic, racial and ethnic diversity in its student population and will incorporate the many attendant cultures into its curriculum and daily life.

One of Seven Oaks Classical School board and faculty's goals is to maintain an environment conducive to learning and to ensure the safety of staff and students. When classrooms are orderly, teachers are able to teach, and students are able to learn. All students, including those with disabilities are held accountable for actions that impede instruction and other students' ability to learn. Seven Oaks Classical School is aware that disruptions in the classroom interrupt lessons for all students and that the disruptive students lose even more learning time. It is imperative to have order, cooperation, and respect in the classroom in order for us to live out the mission of Seven Oaks Classical School.

Through the decorum of the classrooms and halls, the reading of great works in literature and history, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with, and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students' behavior, students will rise to the occasion. Teachers will award students that exemplify good practices in character and citizenship with a special pin to wear on their uniform.

Education provides a means for human development and a means for remediation and adjustment. In situations involving misconduct, the Headmaster and staff will take reasonable measures to modify any unacceptable student behavior prior to suspending the student unless it is a situation where safety is in jeopardy.

The administration of Seven Oaks Classical School will keep in mind the need for age appropriate consequences when determining consequences for conduct violations. The Headmaster will have the ability to take degree of severity, frequency of offense, situation, age, and decision making capacity of a student into account in determining sanctions.

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular

curriculum, principles and practices of character and good citizenship will be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that interferes with—or may reasonably be considered to interfere with—a “school purpose” (as defined in IC 20-33-8-4); an “educational function” (as defined in IC 20-33-8-2); or the health, safety or well-being, or rights of other students is prohibited. Infractions for aforementioned conduct are outlined in the school’s discipline policy.

B. Preliminary List of the Offenses for Which Students Must and May be Suspended or Expelled

1. General Overview

A student may be suspended or expelled, subject to certain procedural requirements, for:

1. Student misconduct;
2. Substantial disobedience; or
3. Unlawful activity on or off “school grounds” (as defined in IC 20-33-8-5) if:
 - a. the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
 - b. the student’s removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

2. Preliminary List of Offenses

Level I: Major Offenses

Examples (not inclusive list)

1. Presence in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Parking infraction
15. Persistent tardiness
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping class, detention, or tutorial sessions
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques

3. Community service
4. Counseling by teachers or Headmaster
5. Demerits
6. Detention
7. Fee for the return of telecommunications device that has been confiscated
8. In-school suspension up to 10 days
9. Parent contracts to restrict home privileges
10. Parent observations in student's classes
11. Parent conference with teacher or Headmaster
12. Peer mediation
13. Placement in another appropriate classroom
14. Restitution/restoration, if applicable
15. Saturday school
16. Seating changes within the classroom
17. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
18. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

NOTE: Disciplinary actions may be used individually or in combination for any offense.

NOTE: No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang
3. "Bullying" (as defined in IC 20-33-8-0.2) (verbal or written)
4. Bypassing of internet blocks on school computers or networks to enter unapproved sites
5. Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through a: (a) computer, (b) computer system, or (c) computer network of a school corporation)
6. Engaging in conduct that constitutes sexual harassment (verbal or written)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies
9. Falsification of school records
10. Fighting/mutual combat
11. Gambling
12. Gang activity (nonviolent)
13. Interference with school activities or discipline
14. Leaving classroom, school property, or school-sponsored events without permission
15. Making an obscene gesture
16. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)

17. Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
18. Possessing “ammunition” (as defined in IC 35-47-1-2.5)
19. Possessing drug paraphernalia
20. Possessing or selling “look-alike” drugs
21. Possessing or using fireworks or other explosive devices
22. Possessing or using tobacco
23. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug
24. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
25. Refusing to allow student search
26. Theft
27. Threats (nonviolent/verbal or written)
28. Unruly, disruptive, or abusive behavior that interferes with the teacher’s ability to communicate effectively with the students in the class
29. Use of profanity or vulgar/offensive language (verbal or written)
30. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
31. Willful destruction of school or personal property and/or vandalism

Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Disciplinary actions authorized in IC 20-33-8-25
3. Suspension for a period of time consistent with IC 20-33-8-18

NOTE: Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list)

1. “Bullying” (as defined in IC 20-33-8-0.2) (physical)
2. Burglary of a motor vehicle on campus
3. Deliberate destruction of or tampering with school computer data or networks
4. Engaging in conduct that constitutes sexual harassment (physical)
5. Gang activity (violent)
6. Inappropriate exposure of body parts
7. Inappropriate sexual conduct
8. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
9. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
10. Possessing any object used in a way that threatens or inflicts bodily injury to another person
11. Possessing, selling, distributing, or being under the influence of a drugs
12. Targeting someone for bodily harm
13. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Disciplinary actions authorized in IC 20-33-8-25
2. Suspension for a period of time consistent with IC 20-33-8-18
3. Expulsion for a period of time consistent with IC 20-33-8-20

Level IV: Mandatory Expulsion

Examples (not inclusive list)

1. Bringing a “firearm” (as defined in IC 35-47-1-5) to school or on school property
2. Possessing a “firearm” (as defined in IC 35-47-1-5) on school property
3. Bringing a “destructive device” (as defined in IC 35-47.5-2-4) to school or on school property
4. Possessing a “destructive device” (as defined in IC 35-47.5-2-4) on school property
5. Bringing a “deadly weapon” (as defined in IC 35-41-1-8) to school or on school property
6. Possessing a “deadly weapon” (as defined in IC 35-41-1-8) on school property

Appropriate Disciplinary Actions

1. Expulsion for a period of time consistent with IC 20-33-8-16

C. Rights of Students with Disabilities in Disciplinary Action

There are five themes that guide our discipline approach with respect to student with disabilities:

- All children, including children with disabilities, deserve safe, well-disciplined schools and orderly learning environments.
- Teachers and school administrators should have the tools they need to assist them in preventing misconduct and discipline problems and to address these problems, if they arise.
- There must be a balanced approach to the issue of discipline of children with disabilities that reflects the need for orderly and safe schools and the need to protect the rights of children with disabilities to a free appropriate public education.
- Appropriately developed IEPs with well-developed behavior intervention strategies decrease school discipline problems.
- School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates a code of student conduct.

Also threaded throughout our practice is the governing principle that students with disabilities are entitled to the same constitutional rights as students without disabilities. These fundamental due process rights include, in part, meaningful notice of an alleged violation of law or school division’s code of conduct, the opportunity for the student to give the student’s account of the incident, and the opportunity to appeal the disciplinary action, which is imposed on the student. While students with disabilities also have additional protections under the IDEA, the school’s personnel must not overlook or dismiss the student’s fundamental due process rights in any administrative disciplinary action taken with the student.

Disciplinary action against a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the:

1. Procedural requirements of 20 U.S.C. 1415; and
2. Rules adopted by the state board (as provided in 511 IAC 7-44).

D. Appeal Process for Students Facing Expulsion

The School’s Headmaster may conduct an expulsion meeting or appoint one (1) of the following to conduct an expulsion meeting:

1. Legal counsel.
2. A member of the administrative staff if the member:
 - a. has not expelled the student during the current school year; and
 - b. was not involved in the events giving rise to the expulsion.

The Headmaster (or designee) may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

An expulsion may take place only after the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent (or designee). Notice of the right to appear at an expulsion meeting must:

1. Be made by certified mail or by personal delivery;
2. Contain the reasons for the expulsion; and
3. Contain the procedure for requesting an expulsion meeting.

The individual conducting an expulsion meeting:

1. Shall make a written summary of the evidence heard at the expulsion meeting;
2. May take action that the individual finds appropriate; and
3. Must give notice of the action taken under subdivision 2 to the student and the student's parent.

If the student or the student's parent, no later than ten (10) days after receipt of a notice of action taken above, makes a written appeal to the governing body, the governing body:

1. Shall hold a meeting to consider:
 - a. the written summary of evidence prepared by the Superintendent (or designee); and
 - b. the arguments of the Headmaster and the student or the student's parent; unless the governing body has voted not to hear appeals of expulsion actions; and
2. May take action that the governing body finds appropriate.

The decision of the governing body may be appealed only by judicial review (IC 20-33-8-21). A student or a student's parent who fails to request and appear at an expulsion meeting after receipt of notice of the right to appear at an expulsion meeting forfeits all rights administratively to contest and appeal the expulsion. For purposes of this section, notice of the right to appear at an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time when the request or notice is delivered personally or sent by certified mail to a student and the student's parent.

The governing body may vote to not hear appeals of expulsion actions. If the governing body votes to not hear appeals, subsequent to the date on which the vote is taken, a student or parent may appeal only by judicial review (IC 20-33-8-21).

E. Parents Informed of the School's Discipline Policy

The School's discipline policy will be included in the School's Parent/Student Handbook. In order to comply with the publicity requirements of IC 20-33-8-12, the Parent/Student Handbook will be made available to students and parents in print and electronic media.

Attachment 13

Provide, as Attachment 13, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. This attachment, which is required, may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders) letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. In the narrative or in Attachment 13, please also include a detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year.

A. Evidence of Demand

See below for our Change.org petition and comments. Letters of intent have also been collected, but have not been submitted here in accordance with the Family Educational Rights and Privacy Act (FERPA). Letters of intent are available to the Indiana Charter School Board upon request.

B. Evidence of Community Engagement

As Seven Oaks has been introduced to the Bloomington Community, the School has launched a professional, systematic, research-based, and dynamic public awareness campaign. A blend of marketing, advertising, public relations, and community engagement has been implemented to generate awareness of, and interest in, the School. Empirical evidence from Hillsdale College affiliated schools has proven that this method of recruitment has proven successful to garnishing above and beyond the targeted enrollment. The responsibilities for this process are split between the School's marketing committee and School leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well designed, publicity materials. These resources include, but are not limited to:

1. Brochures and stickers
2. Website (www.SevenOaksClassical.org)
3. Promotional display and banners
4. Newspaper advertisement
5. Press releases
6. Flyers
7. Postcards
8. Facebook advertisements
9. Change.org petition

Please see below for samples of publicity materials that have been utilized in the promotion of Seven Oaks Classical School.

Up until this point, Seven Oaks has held a number of public awareness meetings and informational sessions, a fundraising event (see postcard advertisement), participation and marketing through the City of Bloomington annual Independence Day Parade. Through all of these events the aforementioned publicity materials were distributed and representatives were on hand to present material and to answer questions of interested parties.

C. Community Partnerships

Seven Oaks will pursue partnerships with organizations in the greater Bloomington community who support the School's mission and goals. To this end, Seven Oaks has started building relationships by

meeting with or receiving support from the following individuals and community organizations, either as donors to our auction, receiving verbal support, or written support for our efforts:

1. City of Bloomington Volunteer Network
2. Local congressmen & representatives i.e. Peggy Mayfield, Matt Ubelhor, Matt Pierce, Todd Young, staff member from the office of Sen. Dan Coats.
3. Girls, Inc.
4. Boys and Girls Club
5. Boy Scouts of America
6. Girl Scouts of Central Indiana
7. Head Start
8. City of Bloomington Parks & Recreation (Pig Roast Location)
9. Stafford Music Academy (Letter of Support)
10. Bloomingfoods (Donation)
11. Brown County Antique Mall (Donation)
12. Designscape (Donation)
13. Wonderlab (Donation)
14. Indianapolis Children's Museum (Donation)
15. One World Enterprises (Donation)
16. The Butcher Block (Donation)
17. The Game Preserve (Donation)
18. Malibu Grill (Donation)
19. Osmon Chiropractic (Donation)
20. Memoria Press (Donation)
21. Peace Hill Press (Donation)
22. Institute for Quality Education



To Whom It May Concern:

We are pleased to support Seven Oaks Classical School, a proposed charter school to be located in Bloomington Indiana, and its mission to educate the youth of Bloomington, and the surrounding areas.

A classical liberal arts education is currently not available for Monroe and surrounding county families. Seven Oaks Classical School will provide a rigorous classical education in the liberal arts with training in moral character and civic virtue. As a small business in the Bloomington community that is in favor of creating well-rounded young people, Stafford Music Academy offers its support of Seven Oaks Classical School and its mission.

Sincerely,

A handwritten signature in black ink that reads 'Jessica Harris' in a cursive script.

Jessica Harris
Owner, Stafford Music Academy

**Girls Incorporated®
Of Monroe County**

**1108 W. 8th St.
Bloomington, IN 47404
Tel: 812-336-7313
Fax: 812-336-7317
www.girlsinc-monroe.org**

July 24, 2014



Lindsey,

Inspiring all girls

I appreciate the time you gave to come and meet with me. I enjoyed getting to show you Girls Inc. of Monroe County facilities and talking about the wonderful programs we offer girls in our community. Thank you for your interest in wanting to discuss a possible collaboration in the future with Seven Oaks Classical School and Girls Inc. I look forward to future discussions on how we can work together. I wish you the very best in your endeavors on bringing this school to Monroe County.

Sincerely,

A handwritten signature in black ink that reads "Kristi McCann". The signature is written in a cursive style.

Kristi McCann
Executive Director



July 23, 2014

Dear Lindsey and Matt,

Thank you both for coming to the Boys & Girls Clubs of Bloomington to meet with me, see our facility, learn about our after school programs and transportation system.

I look forward to meeting with you again and chatting more!

Sincerely,

Shawna Meyer-Niederman

Director of Operations

Boys & Girls Clubs of Bloomington

Office Hours: Monday-Thursday 9:00-4:00, with time sensitive needs please call the office.

[812-332-5311](tel:812-332-5311)

[812-332-9750](tel:812-332-9750) (fax)

www.bgcbloomington.org



HOOSIER TRAILS COUNCIL

BOY SCOUTS OF AMERICA®

Developing Leaders of Tomorrow, Through Adventures Today!

8/1/2014

Ms. Weaver,

It was my pleasure to meet with you Saturday to discuss partnering Seven Oaks Charter School and the Boy Scouts of America. I hope you found the information I left with you to be informative and not complicated. Starting a new Cub Scout Pack and/or a Boy Scout Troop is not difficult and the District will assist you in furthering your educational aims and objectives as well as offering the three objectives of our organization: character development, citizenship, fitness, in an outdoor program.

Our next step should you wish to include our program in your school will be to be available at an upcoming open house event and offer the Scouting program to the families. I believe your target date was April and I will keep that tentative time frame in mind. Should you or your board need any other information or wish to go over the program more in depth I will be happy to do that prior to the open house.

Thank you for your time and consideration,

Jonathan Ocheltree
Wapehani District Executive
Hoosier Trails Council
Boy Scouts of America

A United Way/United Fund Agency
SERVING FAMILIES IN 18 COUNTIES



5625 East State Road 46
Bloomington, Indiana 47401-9233
Phone: (812) 336-6809
Fax: (812) 333-2412
www.HoosierTrailsBSA.org



July 31, 2014

Lindsey Weaver
Seven Oaks Classical School

Dear Lindsey:

In Girl Scouts, girls discover the fun, friendship, and power of girls together. Through enriching experiences, such as field trips, community service projects, and environmental stewardships, girls grow courageous and strong. Girl Scouting helps girls develop their full individual potential; relate to others with increasing understanding, skill, and respect; develop values to guide their actions and provide the foundation for sound decision-making; and contribute to the improvement of society through their abilities, leadership skills, and cooperation with others.

Girl Scout troops are organized according to specific grade level distributions, though multi-age level troops also exist. Girl Scout grade levels are listed below.

- Girl Scout Daisy – Kindergarten through 1st grade
- Girl Scout Brownie – 2nd through 3rd grade
- Girl Scout Juniors – 4th through 5th grade
- Girl Scout Cadette – 6th through 8th grade
- Girl Scout Senior – 9th through 10th grade
- Girl Scout Ambassador – 11th through 12th grade

The Girl Scout Program is designed to ensure that girls develop as leaders and develop new skills along the way. The program consists of Girl Scout Journeys (thematic program resources) and skill-based badges. These resources are complemented by the Girl Scout Cookie Program, travel and trips, camp opportunities, and many other interest based opportunities. Girl Scout Journeys are mapped to the state education standards with specific information found here http://www.girlscouts.org/program/national_program_portfolio/curriculum/.

Sincerely,

Tiffany Lemons



An equal opportunity employer.

**Girl Scouting builds girls of courage, confidence, and character,
who make the world a better place.**



Core Knowledge Foundation
Letter of School Support

July 31st, 2014

Ms. Lindsey Weaver

Seven Oaks Classical School

889 South College Mall Rd. Suite 371

Bloomington, IN 47401

Dear, Ms. Weaver:

We are pleased to hear of your interest in implementing the *Core Knowledge Sequence* in your charter school. As you are aware, Core Knowledge provides a research-based, teacher-tested curriculum that immerses students in diverse historical, scientific, and cultural content. The curriculum engages students by introducing them to the world, past and present. This wide array of subject matter enables strong reading comprehension and critical thinking—the keys to educational success. I am pleased to describe how we, at the Core Knowledge Foundation, offer various supports to you and your faculty in the early stages of planning and as your school moves forward.

The Core Knowledge Foundation supports various state standards initiatives by complementing these with a content-rich curriculum. The two components, standards and curriculum, work together to bring an equitable education to all students. The standards of many states emphasize the importance of students reading texts across disciplines and building a foundation of knowledge that will give them the background to be better readers in all content areas. The Core Knowledge curriculum provides such a foundation when implemented with fidelity. By building knowledge systematically and coherently within and across grades, students at Core Knowledge schools are provided with rich opportunities to make connections between the disciplines, to access coherently built prior knowledge, and to foreshadow their future learning.

Through various professional development offerings, the Core Knowledge Foundation offers teachers support as they coherently plan for the *domain immersion approach* required by the Core Knowledge curriculum. Several complementary resources are available on the [Core Knowledge website](#), including the [Sequence](#), a [general information packet](#), and a webinar titled [An Overview of Core Knowledge](#). The Foundation also offers support through [workshops, consultations, webinars, institutes, and visits](#).

Through the [Getting Started with the Core Knowledge Sequence](#) workshop, your teachers will learn how and why Core Knowledge is content rich, coherent, cumulative, and should be taught in a context-specific way. One product they create during the training is a school-wide, yearlong Curriculum Plan. When sequencing the topics in the Core Knowledge curriculum, your teachers will use [Filters for Coherence](#) to ensure the order of domains maximizes learning. When determining the pacing of the Curriculum Plan

and developing Domain Maps, your teachers will reflect on the cumulative nature of the *Sequence* as well as considerations for context-specific instruction. The Core Knowledge curriculum cumulatively spirals from basic to advanced content to ensure that knowledge builds within and across grades. Context-specific instruction calls for ideas, people, geography, sayings, works of art, etc., to be taught in the context of the time period or domain—not in isolation. This enables students to make connections within and across subjects, as well as build on content they learned previously.

The [Core Knowledge Leadership Institute](#) is designed to guide your school leaders on how to implement the Core Knowledge curriculum with fidelity. Topics include the Core Knowledge curriculum and approach, implementation planning, resources, effective teaching, parent and community involvement, and high-leverage leadership strategies.

The Foundation also offers support to your school throughout its implementation with [Workshop Follow-up](#) and [School Diagnostic](#) visits. The Workshop Follow-up Visit reviews your school's progress with curriculum planning and initial implementation of Core Knowledge content since participating in the *Getting Started* workshop. The School Diagnostic Visit is tailored to examine your school's Core Knowledge implementation as a whole; it enables us to write detailed feedback that informs you as to areas of strength and continued opportunity. This feedback changes based on the maturity of Core Knowledge implementation, recent professional development, and previously provided feedback and next steps. Recommendations for specific professional development experiences (i.e., [Teaching, Learning, Assessment: Meaningful Instruction](#) or [Domain-Based Unit Writing](#)) may also result from this visit. Please note that your school is not required to participate in our professional development opportunities; however, staff should be able to demonstrate implementation of the tenets set forth in the trainings and outlined in the [Core Implementation Practices](#) document available on our website.

Thank you for contacting the Core Knowledge Foundation. We look forward to supporting your school as you implement the Core Knowledge curriculum and provide your students the content-rich education they need to become productive, engaged citizens.

Best Regards,
Jamie Talbot
Special Projects Coordinator
& the Schools Department Team

Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22902
[\(434\) 220-3345](tel:4342203345)



STATE OF INDIANA
HOUSE OF REPRESENTATIVES

THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Peggy Mayfield
State Representative
200 W. Washington Street
Indianapolis, IN 46204
Statehouse: 1-800-382-9841
E-mail: H60@in.gov
Website: www.in.gov/H60

COMMITTEES:
Ways and Means
Judiciary

August 1, 2014

To the members of the Indiana Charter School Board,

In Monroe county, there are limited choices for K-12 education other than Monroe County Consolidated School Corporation and a handful of private schools. For some time, there has been an interest in Monroe county and surrounding areas to create a charter school that focuses on a classical liberal arts approach to education. I've spoken with parents, constituents, and businesses in and around the district and discovered that there is indeed support for a school such as Seven Oaks Classical School.

After meeting with the school's organizers, it is clear that an additional choice for K-12 education is desired and I write this letter hoping that you will give favorable consideration to their application.

Sincerely,

A handwritten signature in cursive script that reads "P Mayfield".

Peggy Mayfield
State Representative
House District 60

SENATOR DAN COATS
INDIANA



JUSTIN STEVENS
SE INDIANA REGIONAL DIRECTOR

MATT -

THANKS SO MUCH FOR MEETING WITH ME
AND SHARING ABOUT SEVEN OAKS CLASSICAL SCHOOL.
IT IS IMPERATIVE THAT WE PROVIDE THE
CHILDREN OF INDIANA WITH A WIDE VARIETY OF
EDUCATIONAL OPPORTUNITIES. THANKS FOR TAKING
THE LEAD. KEEP IN TOUCH.

A handwritten signature in black ink, appearing to read "Justin", written in a cursive style with a large loop at the end.

The founding board of Seven Oaks Classical School has hosted the following events open to the general public:

January 11, 2014	Informational Session
February 15, 2014	Informational Session
April 13, 2014	Matilda Jane Fundraiser
May 10, 2014	Informational Session
June 14, 2014	Inaugural Hog Roast and Silent Auction
January 27, 2015	BloomingMoms, School Choice: the ABCs
March 8, 2015	Bloomington Area Birth Services Baby Fair
March 14, 2015	Parent Academy and Information Session
Upcoming	
April 12, 2015	City of Bloomington Children's Expo

Seven Oaks Classical school plan moving forward

By Mary Keck 812-331-4353 | mkeck@heraldt.com | Posted: Friday, July 11, 2014 12:00 am

Organizers of the Seven Oaks Classical School are moving forward to open a charter school in Bloomington and have submitted a letter of intent for authorization to the Indiana Charter School Board by the July 9 deadline.

If authorized, the K-7 charter would open in fall 2015 and offer a classical liberal arts and science education with a focus on moral values like perseverance and respect. The 432 students enrolled in the proposed school would study Latin, music, arts, foreign languages and primary resource documents, such as the United States Constitution and Declaration of Independence. In addition, learners would be expected to emerge as responsible citizens.

The founders of Seven Oaks began formulating the idea to open a public charter since 2012. Seven Oaks board president Lindsey Weaver is enthusiastic about the school's chances of getting authorized.

"I think that the overall support has been positive for us, and we're excited about that," she said.

Now that Seven Oaks' letter of intent is in, the next step in the charter authorization process will be to submit a formal proposal for the school by Aug. 6. Public hearings for the charter will be held in the second week of September and the Indiana Charter School board will make a decision about authorizing the school in mid-October.

Find out more about the Seven Oaks Classical School at www.sevenoaksclassical.org and the Indiana Charter School Board at www.in.gov/icsb.



charter schools

Jazzmin Vegeler, a member of the Seven Oaks Classical School board, shares information about a proposed charter school in Bloomington in January. Mary Keck | Herald-Times

2 charter schools set sights on Monroe County

By Mary Keck 331-4353 | mkeck@heraldt.com | Posted: Thursday, December 19, 2013 12:23 am

Charter schools are a hot topic in Bloomington that will continue into the new year, with two charter schools hoping to get authorized in 2014.

Green Meadows charter school organizers intend to move forward to seek authorization, but it may not be with the Ball State Office of Charter Schools. “We intend to apply to the Indiana Charter School board,” said proposed Green Meadows Director Mary Goral.

Ball State’s Office of Charter Schools Executive Director Robert Marra announced in November that Green Meadows had withdrawn its application; however, the proposed charter school’s organizers said they have not withdrawn. Instead, they planned to revise and resubmit their application.

Green Meadows also has plans for community outreach in 2014. Goral said, “Workshops and conversations would be about the philosophy of our school and about charter schools in general.” The proposed K-8 charter school’s curriculum would be inspired by the Waldorf model, with a focus on social justice and environmental sustainability.

The next year will also mean a new name for Green Meadows, since organizers discovered a private Waldorf school in New York with a similar name.

The newly named charter school hopes to open in August 2015, and it is not alone.

Seven Oaks Classical School, a K-10 charter hoping to offer a classical education in the liberal arts and sciences, wants to enroll students starting in fall 2015, too.

According to Seven Oaks Board President Christopher Flener, the charter organizers are in the process of applying to the Indiana Charter School Board.

Seven Oaks is planning informational sessions in the upcoming year that will be informal and last about four hours. Their first will be on Jan. 11, from 10 a.m. to 2 p.m. at the Monroe County Public Library. Flener said he hopes the sessions will offer people information about the proposed charter and charter schools generally.

Throughout 2013, Monroe County Community School Corp. has voiced opposition to charters based on concerns about the potential impact new charters could have on its funding. For each student, MCCSC receives \$5,415 in funding from the state.

At a public hearing on the proposed Green Meadows charter school, a statement from MCCSC Superintendent Judy DeMuth opposed the charter. It said the school would reduce the funding

MCCSC receives from the state based on enrollment and that the passing of a \$7.5 million referendum indicated community support for public schools.

Green Meadows supporters argued that charters are recognized by the Department of Education as public schools and that state tuition dollars should follow the students. They also noted that students who attend charters may come from outside the district or from homeschool environments rather than MCCSC.

As two charter schools seek authorization in 2014, the discussion about their effect on traditional public schools will continue.

Proposed charter school hosting meeting

H-T report | Posted: Saturday, January 11, 2014 12:00 am

If you have questions about charter schools or Seven Oaks Classical School, a proposed Bloomington charter school that could open in 2015, bring them to the Monroe County Public Library today.

Organizers of the school and representatives of Students First, School Choice Indiana and the Indiana Public Charter School Association will be on hand to answer questions and share information.

The session is from 10 a.m. to 2 p.m. at the library in room 1A. Find out more at <https://www.facebook.com/SevenOaksClassicalSchool>, or email info@SevenOaksClassical.org.

2 charter schools officially seeking authorization in Monroe County

By Mary Keck 331-4353 | mkeck@heraldt.com | Posted: Friday, January 31, 2014 6:30 am

It is official. Two charter schools are seeking authorization in Bloomington: Seven Oaks Classical School and the Green School, formerly known as Green Meadows. Both hope to open in the fall of 2015 and have filed letters of intent with the Indiana Charter School Board.

“The establishment of Seven Oaks naturally provides a solution to offering wide-ranging programs to public school students,” said Christopher Flener, board president.

The organizers of the proposed Seven Oaks Classical School hope to use traditional teaching methods to provide a classical liberal arts education to students from kindergarten to grade 12. Those attending would study Latin, rhetoric and logic and practice virtues of citizenship. While wearing uniforms, they would memorize multiplication tables, literary works and elements on the periodic table.

“We want to create a culture where knowledge is the prime focus,” said Lindsey Weaver, a board member, at an informational session earlier this month. There is not yet a location planned for the school, and the number of students that would be enrolled has not been determined.

“None of the founders have applied for charter school authorization in the past or been involved in starting a charter school before,” said Flener in an email.

Before submitting their letter of intent, Seven Oaks gave it to others for review. As a result, Flener feels positive about the charter getting authorized. “We’re obviously very hopeful; we think our chances are pretty good,” he said.

After initially seeking authorization from Ball State University’s Office of Charter Schools for a charter school called Green Meadows, organizers chose to revise and resubmit their application. According to Mary Goral, the proposed charter’s director, the organizers may continue to work with Ball State, but applying now would set back opening the school until 2016. In the meantime, Green



charter schools

Jazzmin Vegeler, a member of the Seven Oaks Classical School board, shares information about a proposed charter school in Bloomington in January. Mary Keck | Herald-Times

Meadows, now called the Green School, has chosen to seek authorization from the Indiana Charter School Board, an independent state agency authorized by the Legislature to establish charter schools. They also approached local public school corporations for authorization.

Goral spoke with both Monroe County Community School Corp. Superintendent Judy DeMuth and Brown County Schools Superintendent David Shaffer, but neither district has agreed to authorize the Green School. At its board meeting on Tuesday, MCCSC discussed the option, but did not vote on authorizing the Green School.

If MCCSC authorized a charter, they could charge a fee of 3 percent based on the state tuition funds the charter receives for each student who attends. MCCSC would also hold the charter accountable for its performance and could close the school. The charter would have its own board and budget that would be separate from MCCSC's, however.

"There are lots of things to consider if we were to look at that kind of thing," said DeMuth. "Tim (Thrasher, business operations director) and I can't find the financial piece that looks like it would be profitable," she said. "It's just one more population we would be accountable for."

"What will happen if the law is changed while we're a sponsor?" said Lois Sabo-Skelton, board member. "I don't want us to get hooked up with a charter school," she said. "I'm afraid of what the law will do to us if we are connected to one." Sabo-Skelton said she would not support authorizing a charter school.

Board member Sue Wanzer was more open to the idea. "I would like to find a way to be the authorizing agent for a charter school, but now that we have all this information ... it brings up more questions," she said. "I'm not looking necessarily for a way for us to make money, but looking for a way that we don't lose money when our students go to a charter program."

After the meeting, Goral said, "It would be very nice to work in partnership with Monroe County schools."

Goral feels optimistic about the charter's chances for being authorized by the Indiana Charter School Board. "I think what we have to offer is really good for kids, an opportunity and a choice and an alternative that people in Bloomington deserve."

A charter school on the East Coast called Green Meadow asked for the name change. "We decided to honor their request," said Goral. The Green School may have a new name, but their intended board, curriculum and methods remain largely the same.

Goral said the proposed K-8 school will be arts-infused, focusing on multiple intelligences and social and emotional learning. It will offer an integrated curriculum, place-based education, universal designs, Waldorf methods and education for sustainability. "All those things we were going to be using, but it seemed like the public didn't know that that's what Waldorf did," she said.

The Green School does not yet have a location for its school building.

Upcoming Informational Sessions:

Seven Oaks Classical School on Feb. 15 from 2-3:30 p.m. at the Monroe County Public Library's Auditorium, 303 E. Kirkwood.

The Green School on March 26 at 6:30 p.m. at The Project School, 349 South Walnut St.

Get more information on Facebook at Seven Oaks Classical School and The Green Meadows Charter School Initiative. Find out more about the Indiana Charter School Board: <http://www.in.gov/icsb/>.

2 new charter schools' development moving ahead

By Mary Keck 331-4353 | mkeck@heraldt.com | Posted: Thursday, March 6, 2014 1:18 am

Two groups of charter school organizers are moving forward with authorization to open schools in Bloomington in fall 2015, but only one has completed its application.

The Seven Oaks Classical School and the Green School hope the Indiana Charter School Board will authorize their schools, and while Seven Oaks plans to wait to submit its application until fall 2014, it could still open next year. The Green School, formerly known as Green Meadows, has submitted a proposal, and it is set to have a public hearing in late March or early April.

"I feel really positive about the fact that we've really reflected and refined this proposal," said Mary Goral, education director for the proposed Green School. "We think we have a better school model to offer the community."

The Green School

The Green School hopes to enroll 165 students in grades K-5 in its first year, but after four years it will admit a total of 240 students in grades K-8.

"We don't want to be as big as we originally planned," Goral said. The proposed charter has reduced its enrollment size, compared with the 490 maximum students listed enroll in plans submitted to the Office of Charter Schools at Ball State University in August 2012. She said the school wanted to be smaller to help with community building and make its budget work.

The Green School organizers have chosen the Woolery Stone Mill, 2200 W. Sunstone Drive, for the school building, but the location isn't official and is contingent upon inspections.

"We haven't signed paperwork yet," Goral said.

While the school size and proposed location have changed, the planned curriculum for the school still remains largely the same, but Goral feels the proposal is refined and more clearly expresses the school's mission.

"Even though we always had education for sustainability and social justice as our philosophy, this proposal embraces it even more than before," she said.

From organic soap in the bathrooms to native plants in the gardens on school grounds, the Green School takes a sustainable and environmentally friendly approach. Using the Waldorf method of teaching, they will offer an arts-infused curriculum, social and emotional learning, and place-based learning, and hope to involve members of the community who will share their passions with students in class.

The organizers revised the plan based on community input and critical reflection. “We responded to community feedback as well as to our own looking inward,” Goral said. “I feel really positive about the fact that we’ve really reflected and refined this proposal. We think we have a better school model to offer the community.”

Seven Oaks Classical School

Organizers of the Seven Oaks Classical School won’t submit their application until August 2014, but they still plan to open their doors in fall 2015. They decided not to submit their application before the deadline at the end of February because Seven Oaks hasn’t yet nailed down a location.

“It really came down to the facilities,” said Christopher Flener, Seven Oaks board president. “It’s difficult to find the right facility for what we’re doing.”

Because Seven Oaks intends to enroll learners in grades K-12 and build up to a maximum of 650 students, it needs a larger building. At this point, Flener said the board hasn’t decided if they will remodel a building or purchase land where they can build the school.

While a smaller building could be used for just elementary students, Flener said the traditional liberal arts curriculum Seven Oaks organizers plan to offer must incorporate every grade. “The classical education model is set up for K-12. It’s broken down into three distinct parts,” he said. “You can’t just cut down and say we’re going to do a K-6 that cuts down half of the educational process.”

In grades K-6, students will study Latin, which will continue into middle school, when they will also learn logic. In high school, they will study rhetoric and Latin will be an elective. If authorized, Seven Oaks will emphasize America’s founding principles, requiring that learners read and understand the U.S. Constitution and Declaration of Independence.

Seven Oaks teachers will instruct students using methods such as memorization of multiplication tables, literary works and elements of the periodic table.

Latin

Seven Oaks understands that Latin will provide the educational foundation necessary to gain a critical knowledge of English sentence structure. A high level of competence with grammar results from the study of Latin. It is commonly noted that acquiring this competence with grammar disciplines and strengthens the mind. Latin will be taught in grades 3 through 9, and subsequently as an elective.

Character Education

Seven Oaks advocates the teaching of virtues using traditional methods. Only through teaching and practicing the virtues of citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility do we prepare our children for a life well lived. We agree with Aristotle's dictum that one becomes virtuous by practicing the virtues.

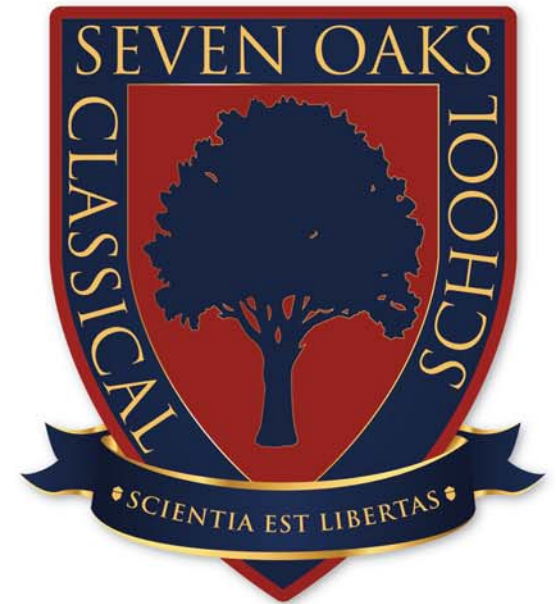
Civics and Citizenship

According to the Intercollegiate Studies Institute (ISI), a 2008 study revealed that when 2,508 adults of all ages and educational backgrounds were tested on their civic knowledge, 71% of Americans failed the exam. High school graduates failed the test with an average score of 44%, while college graduates averaged an abysmal 57%. As Thomas Jefferson said, "The will of the people is the only legitimate foundation of any government, and to protect its free expression should be our first object." Our students will become knowledgeable and responsible citizens.

"The liberally educated person is one who is able to resist the easy and preferred answers, not because he is obstinate, but because he knows others worthy of consideration."

- *Allan Bloom*

Seven Oaks Classical School
3210 East 10th Street, #7262
Bloomington, IN 47408



A Tuition-Free Charter School

Teaching the liberal arts and sciences while developing moral character and civic virtue.



Why Choose Seven Oaks Classical School?

About Seven Oaks

Seven Oaks Classical School is a traditional school where students learn reading, writing, and arithmetic through time-proven teaching methods. They memorize multiplication tables, literary works, and elements on the periodic table.

Seven Oaks Classical School emphasizes America's founding principles. Students at Seven Oaks not only read the Constitution and Declaration of Independence, they understand them. We teach cultural literacy, including historical facts, geography, scientific method, and other subjects necessary to develop responsible citizens.

Seven Oaks Classical School upholds a standard of excellence represented in the Eight Pillars of Character (citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility), which are integrated into every area of study and educational program. Teachers at Seven Oaks believe modeling and practicing these eight virtues are critical to a robust education.

Seven Oaks Classical School believes Latin is an important part of a student's education. Through the study of Latin, students will improve their capacity to build an exhaustive English vocabulary. In addition to the study of Latin, students will also study either French or Spanish in grades K - 5.

Features of Seven Oaks

- Tuition-free K-12 Charter School
- Classical Education
- Hillsdale College Affiliate
- Core Knowledge K-8 Curriculum
- Riggs Writing and Spelling(phonics)
- Singapore Math
- Emphasis on Civics
- Character Education
- Cultural Literacy
- Foreign Languages
- Music and the Arts
- Socratic Discussion
- Great Books and Literature
- Study of History through Primary Sources
- Teachers who are Masters of their Subject Area

Mission Statement

The mission of Seven Oaks Classical School is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Classical Education

Classical education adheres to an ancient view of learning and traditional teaching methods.

Classical education:

- values knowledge for its own sake;
- upholds the standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- demands moral virtue of its adherents;
- and prepares human beings to assume their places as responsible citizens.

Meet Some of Our Teachers

Aristotle

Lincoln

Socrates

Newton

Bach

Jefferson

Franklin

Shakespeare

Homer

Plato

Virgil

Austen

“Education is teaching our children to desire the right things.” - Plato



SEVEN OAKS
Classical School

A Tuition Free Charter School



“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

-Aristotle

www.sevenoaksclassical.org

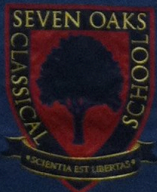
SEVEN OAKS
Classical School

A Tuition Free Charter School



“An Investment in knowledge pays the best interest”

-Benjamin Franklin



SEVEN OAKS
Classical School

Seven Oaks
Classical School
(25)

Seven Oaks Classical Charter School

Invites You, Our Special Guest, To Our First Inaugural

Pig
ROAST
& Silent Auction

CHARITY

JUNE 14
2014

Bryan Park
Woodlawn Group Shelter

12pm-5pm

Kids Eat Free!
(Ages 0 - 6)

Pig, Potato Salad, Cole Slaw, Rye, Fruit Salad, Cheese, and Soft Drinks

Admission
is One Entree

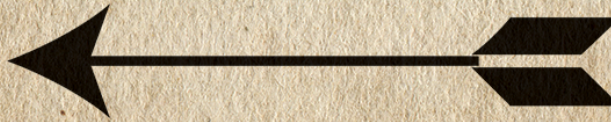
Adults: \$15

Kids > 6yrs: \$7

Family Fun!

Croquet
Corn Hole
Bocci Ball
Horseshoes
Ball Games

Family Fun!



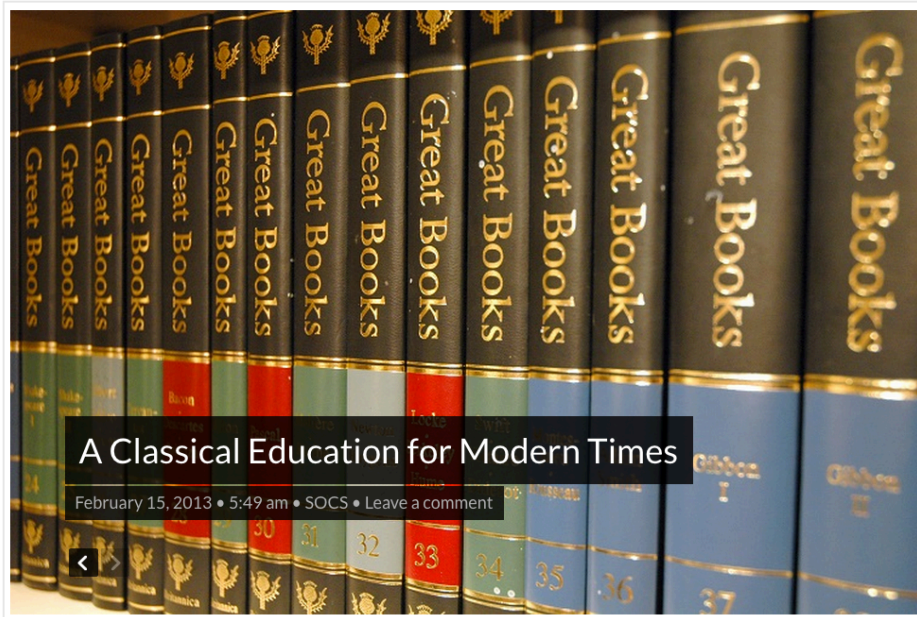
<http://sevenoaksclassical.org>



SEVEN OAKS

Classical School

- Home
- About
- Academics
- Classical Education
- FAQ
- Events
- Contact Us



As did America's Founding Fathers, Seven Oaks Classical School believes that the preservation of liberty depends on an intelligent and moral citizenry. Seven Oaks Classical School provides an education for a life well lived.

A Tuition-Free Charter School
Planned Opening Fall 2016



Learn how you can help bring
classical education to Monroe County

www.SevenOaksClassical.org

Figure 1 Ad Placement

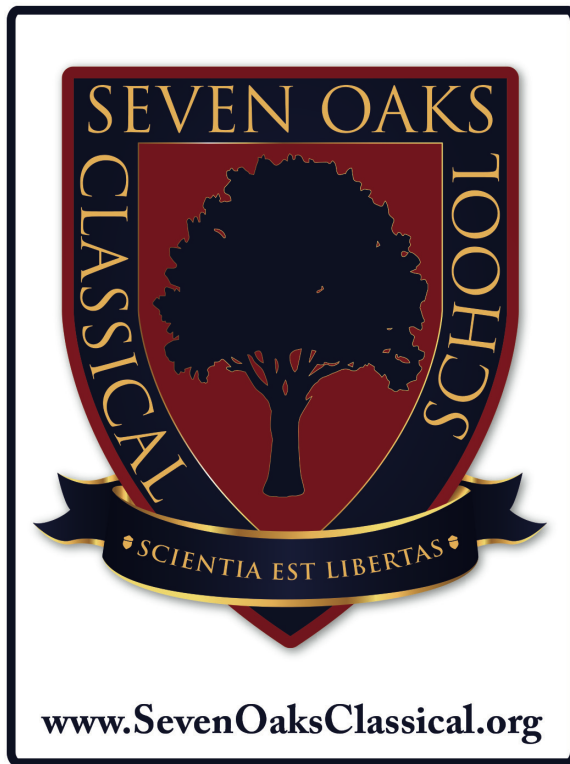


Figure 2 Sticker

change.org

Seven Oaks Classical School

Recipient: Indiana Charter School Board

Letter: Greetings,

Support the bringing of a classical education in the liberal arts and sciences to the children of Bloomington, Indiana.

Signatures

Name	Location	Date
Lindsey Weaver	Bloomington, IN, United States	2014-07-12
Jennifer Kleber	Bloomington, IN, United States	2014-07-12
Alison Leslie	Bloomington, IN, United States	2014-07-12
Jazzmin Vegeler	Bloomington, IN, United States	2014-07-12
Jennifer Allen	Bloomington, IN, United States	2014-07-12
Cassie Shipley Trapp	Nashville, IN, United States	2014-07-12
Brigitta Powers	Bloomington, IN, United States	2014-07-12
Curt Merlau	Bloomington, IN, United States	2014-07-12
Curtis Taylor	Bloomington, IN, United States	2014-07-12
Suzanne Weaver	Columbus, IN, United States	2014-07-12
Stacy Bruce	Bloomington, IN, United States	2014-07-12
Stacey Shipley	Columbus, IN, United States	2014-07-12
Vanessa Willerson	Nashville, IN, United States	2014-07-12
Christy Schmidt	Morgantown, IN, United States	2014-07-12
June pentecostes	Mexico	2014-07-12
Matt Wolf	Bloomington, IN, United States	2014-07-12
Shannon Tibbs	Bloomington, IN, United States	2014-07-12
Rachel Caswell	Spencer, IN, United States	2014-07-12
Charles Taylor	Bloomington, IN, United States	2014-07-12
Carla English	Spencer, IN, United States	2014-07-12
Greg Knott	Bloomington, IN, United States	2014-07-12
James Billingsley	Bloomington, IN, United States	2014-07-12
Adam Weber	Hood River, OR, United States	2014-07-12
Sandra Killalea	Alexandria, VA, United States	2014-07-13
Gavin Murphy	Bloomington, IN, United States	2014-07-13
Ekaterina Anferova	Bloomington, IN, United States	2014-07-13
Yolanda Toschlog	Nashville, IN, United States	2014-07-13
Nikki Wolf	Bloomington, IN, United States	2014-07-13
Gabriel Hounds	Everett, WA, United States	2014-07-13
Adam Braun	Ellettsville, IN, United States	2014-07-13

Name	Location	Date
Bonnie Fisher	Fort Wayne, IN, United States	2014-07-13
Abbi Surles	Springville, IN, United States	2014-07-13
andrew finn	Tempe, AZ, United States	2014-07-13
Christi Hootman	La Grange, KY, United States	2014-07-13
carrie scoccola	Louisville, KY, United States	2014-07-14
Kellie Dinsmore	Las Cruces,, NM, United States	2014-07-14
Andrew Rusch	Bloomington, IN, United States	2014-07-14
Bill Maegerlein	Ellettsville, IN, United States	2014-07-14
Clinton Small	Bloomington, IN, United States	2014-07-14
Candi Haley	Bloomington, IN, United States	2014-07-14
Cindy Tirey	bloomington, IN, United States	2014-07-14
Heather Saylor	Avon, IN, United States	2014-07-14
Jillian Miers	Bloomington, IN, United States	2014-07-14
Jacob Hercamp	Columbus, IN, United States	2014-07-14
Karen Cole	Bloomington, IN, United States	2014-07-14
Kevin Welz	Henryville, IN, United States	2014-07-14
David Bielick	Bloomington, IN, United States	2014-07-14
Nathan Cheesman	Bloomington, IN, United States	2014-07-14
Jeremy Kohlman	Bloomington, IN, United States	2014-07-14
Robert Hall	Bloomington, IN, United States	2014-07-14
Nancy Ganka	Bloomington, IN, United States	2014-07-14
William Ellis	Bloomington, IN, United States	2014-07-14
Cindy Grow	Oolitic, IN, United States	2014-07-14
Amy Hagerstrom	Greenwood, IN, United States	2014-07-14
Kristen Wolf	Fort Wayne, IN, United States	2014-07-14
Russell Brooksbank	Clarksville, IN, United States	2014-07-14
Dexter Luck	Bloomington, IN, United States	2014-07-14
Scott Fleck	Bloomington, IN, United States	2014-07-14
Daniel Smith	Edinburgh, IN, United States	2014-07-14
Melissa Lineberry	Monroeville, IN, United States	2014-07-14
James Mansell	Bloomington, IN, United States	2014-07-14
Lucinda Wolf	Hoagland, IN, United States	2014-07-14

Name	Location	Date
Jordan Inman	Bloomington, IN, United States	2014-07-14
Kelley Curran	Jeffersonville, IN, United States	2014-07-14
Nuit Weber	Bloomington, IN, United States	2014-07-14
John Hussey	Bloomington, IN, United States	2014-07-14
Travis Carter	Louisville, KY, United States	2014-07-14
Justin Ross	Bloomington, IN, United States	2014-07-14
Thom Gillespie	Bloomington, IN, United States	2014-07-14
Cindy King	Portland, OR, United States	2014-07-14
Ryan Ianglely	Bloomington, IN, United States	2014-07-14
Joshua Kelley	Indianapolis, IN, United States	2014-07-14
Brian Ellison	Bloomington, IN, United States	2014-07-14
Allene Lowrey	Whitestown, IN, United States	2014-07-14
Paul White Sr.	Bloomington, IN, United States	2014-07-14
Walter Hatfield	Bloomington, IN, United States	2014-07-14
Vivien Bridges	Unionville, IN, United States	2014-07-14
Lily Holland	Seligman, MO, United States	2014-07-14
DeAnne Weaver	Columbus, IN, United States	2014-07-14
Robert Ortiz	Phoenix, AZ, United States	2014-07-14
John Shean	Bloomington, IN, United States	2014-07-14
Greg Blanton	Salem, IN, United States	2014-07-15
Scott Tibbs	Bloomington, IN, United States	2014-07-15
Brian Kloss	Bloomington, IN, United States	2014-07-15
Aaron Jones	Bloomington, IN, United States	2014-07-15
John Finke	Columbus, IN, United States	2014-07-15
haley church	Westfield, IN, United States	2014-07-16
Ginnie Phero	Bloomington, IN, United States	2014-07-16
Asha Meyer	Bloomington, IN, United States	2014-07-16
Joshua Dennis	Bloomington, IN, United States	2014-07-16
Miriam Boyken	Bloomington, IN, United States	2014-07-16
Scott Muckerheide	Bloomington, IN, United States	2014-07-16
Kevin Jackson	Bloomington, IN, United States	2014-07-16
Karla Forslund	Indianapolis, IN, United States	2014-07-17

Name	Location	Date
Wesley Smith	Atlanta, GA, United States	2014-07-17
Anne Stephenson	Bloomington, IN, United States	2014-07-17
Barbara Fravel	Columbus, IN, United States	2014-07-17
Dara Eckart	Ellettsville, IN, United States	2014-07-17
Michael w	Bloomington, IN, United States	2014-07-17
Craig Roush	Nashville, IN, United States	2014-07-17
matt humm	Bloomington, IN, United States	2014-07-17
Holly Warner	Bloomington, IN, United States	2014-07-17
Linda Murphy	Bloomington, IN, United States	2014-07-17
Mark Bender	Bloomington, IN, United States	2014-07-18
Senta Morrison	Bloomington, IN, United States	2014-07-18
Brady Cockerham	Bloomington, IN, United States	2014-07-18
Ryan Black	Bloomington, IN, United States	2014-07-18
Jordan Warner	Bloomington, IN, United States	2014-07-18
Tina Roush	Nashville, IN, United States	2014-07-18
M Berry	Bloomington, IN, United States	2014-07-19
Terren Green	Bloomington, IN, United States	2014-07-19
eric schansberg	jeffersonville, IN, United States	2014-07-19
Anna Vinson-Chastain	Bloomington, IN, United States	2014-07-20
Elizabeth Tedrow	Bloomington, IN, United States	2014-07-21
Daniel Forslund	Indianapolis, IN, United States	2014-07-21
Andrew Horning	Freedom, IN, United States	2014-07-21
Brian Hasler	Indianapolis, IN, United States	2014-07-21
Katy Patrick	Lincoln, NE, United States	2014-07-21
jennifer adam bailey	Bloomington indiana, IN, United States	2014-07-21
Greg Kuzmits	Bloomington, IN, United States	2014-07-21
Andrea Schuch	Bloomington, IN, United States	2014-07-21
Ellen Stauffer	Bloomington, IN, United States	2014-07-21
Sara Hardy	Bloomington, IN, United States	2014-07-22
Daniel Fickenscher	Bloomington, , Dominican Republic	2014-07-22
Ken Rhoden	Martinsville, IN, United States	2014-07-22
David Crane	Bloomington, IN, United States	2014-07-22

Name	Location	Date
Ram Podicheti	Bloomington, IN, United States	2014-07-23
Jennifer Russell	Bloomington, IN, United States	2014-07-23
Austin Rader	Bloomington, IN, United States	2014-07-24
Jevne Taylor	Bloomington, IN, United States	2014-07-24
Rachel McCarty	Bloomington, IN, United States	2014-07-24
John Bailey	Bloomington, IN, United States	2014-07-24
Diana Kinser	Solsberry, IN, United States	2014-07-24
Amanda Russell	Solsberry, IN, United States	2014-07-24
Marilyn Brinley	Bloomington, IN, United States	2014-07-25
Rebecca Martinez Reid	Bloomington, IN, United States	2014-07-26
Amy Jen	Bloomington, IN, United States	2014-07-26
Robert Lorimer	Bloomington, IN, United States	2014-07-27
Russell Melling	Coatesville, IN, United States	2014-07-28
Michele Trautenberg	Libertyville, IL, United States	2014-07-30
Mark Kleinbauer	Bloomington, IN, United States	2014-07-30
Bryan Lemonds	Bloomington, IN, United States	2014-07-31
Judith Smith-Ille	Bloomington, IN, United States	2014-07-31
Greg Knott	Bloomington, IN, United States	2014-07-31
Martina Webster	Sellersburg, IN, United States	2014-07-31
Margaret Fette	Bloomington, IN, United States	2014-07-31
Tama DUVALL	BLOOMINGTON, IN, United States	2014-07-31
Kevin Davis	Westfield, IN, United States	2014-07-31
Patrick McAleer	Bloomington, IN, United States	2014-08-01
Kristin Stratten	Bloomington, IN, United States	2014-08-02
Loretta Nelson	Bloomington, IN, United States	2014-08-03
Vivian Winston	Bloomington, IN, United States	2014-08-03
Heather Crossin	Indianapolis, IN, United States	2014-08-04
Christopher Arterberry	Bloomington, IN, United States	2014-08-04
David Read	Carmel, IN, United States	2014-08-04
Dan Caldwell	Bloomington, IN, United States	2014-08-04
Julia Hageman	Bloomington, IN, United States	2014-08-05
Annette Stonger	Bloomington, IN, United States	2014-08-05

Name	Location	Date
Sandi Lyle	Carmel, IN, United States	2014-08-05
Barbara Judah	Bloomington, IN, United States	2014-08-05
diane bowman	Indianapolis, IN, United States	2014-08-06
Rick Barr	Avon, IN, United States	2014-08-06
Sue Lile	Carmel, IN, United States	2014-08-06
Lynn Jamieson	Bloomington, IN, United States	2014-08-08
Kim Phillips	Bloomington, IN, United States	2014-08-10
Mindy Roadruck	Gosport, IN, United States	2014-08-10
Concerned Citizen	New City, NY, United States	2014-08-11
Seann O'Neill	Tempe, AZ, United States	2014-08-12
Pam Boland	Grovetown, GA, United States	2014-08-15
Abbi Rice	Bloomington, IN, United States	2014-08-18
Lawrence Ness	Columbus, IN, United States	2014-08-22
Rebecca Sink-Burris	Bloomington, IN, United States	2014-09-02
Gregory Sell	Goshen, IN, United States	2014-09-04
Ann Cooney	Indianapolis, IN, United States	2014-09-22
Gloria Reed	Bloomington, IN, United States	2014-09-23
Ali Roadruck	Gosport, IN, United States	2014-09-24
Eugenia Jabkowski	Clarksville, TN, United States	2014-10-25
linda chandler	Freedom, IN, United States	2015-02-16
Jackie McDonald	Bloomington, IN, United States	2015-02-16
heather lamm	Bloomington, IN, United States	2015-02-17
Dave Nakarado	Bloomington, IN, United States	2015-02-17
Kristy Rainwater	Nineveh, IN, United States	2015-02-17
Guy Platter	Fort Wayne, IN, United States	2015-02-17
Soo Sup Cha	Bloomington, IN, United States	2015-02-17
Dustin Huffman	Bloomington, IN, United States	2015-02-17
Rachel Caswell	Spencer, IN, United States	2015-02-17
Simon normile	Morgantown, IN, United States	2015-02-18
Jason Caswell	Spencer, IN, United States	2015-02-18
Camille Alfs	Avon, IN, United States	2015-02-18
Gabriel Gluesenkamp	Nashville, IN, United States	2015-02-18

Name	Location	Date
Paul Pisano	Bloomington, IN, United States	2015-02-19
Emilia Brunner	Bloomington, IN, United States	2015-02-19
Paul Brunner	Bloomington, IN, United States	2015-02-19
Hillary Gebhardt	Solsberry, IN, United States	2015-02-19
Alicia Graves	Bloomington, IN, United States	2015-02-19
Valerie piercy	Bloomington, IN, United States	2015-02-20
Rochelle Hart	East Brunswick, NJ, United States	2015-02-20
Sue Head	East Brunswick, NJ, United States	2015-02-21
Sarah Costa	Bloomington, IN, United States	2015-03-06
Jennifer Edwards	Bloomington, IN, United States	2015-03-10
Melissa Lorenzen Smith	Bloomington, IN, United States	2015-03-10
Barbara Ooley	Bloomington, IN, United States	2015-03-10
Kyra Elkins	Bedford, IN, United States	2015-03-10
Amy Coddens	Bloomington, IN, United States	2015-03-11
Patrick McAleer	Bloomington, IN, United States	2015-03-11
Susan Monsey	Bloomington, IN, United States	2015-03-11
Tamara Martin	Gosport, IN, United States	2015-03-11
Emily Garrison	Springfield Township, NJ, United States	2015-03-13

change.org

Seven Oaks Classical School

Recipient: Indiana Charter School Board

Letter: Greetings,

Support the bringing of a classical education in the liberal arts and sciences to the children of Bloomington, Indiana.

Comments

Name	Location	Date	Comment
jazzmin vegeler	Bloomington, IN	2014-07-12	I want this educational option in my community.
Jim Billingsley	Bloomington, IN	2014-07-12	It would be great to have a school that uses the proven classical methods (grammar, logic, rhetoric) that worked so well in the past. I would welcome a school that emphasizes morality and character development, as well as teaching real history (as opposed to the PC progressive crap that permeates most government schools). I love the idea of using original source documents and teaching the Constitution and Declaration of Independence. I want to see this school come into existence and succeed. The kids need it, the community needs it, the nation needs it.
Bill Maegerlein	Ellettsville, IN	2014-07-14	Would be a great charter school
Candi Haley	Bloomington, IN	2014-07-14	Having an educational option in the community makes sense.
Robert Hall	Bloomington, IN	2014-07-14	It's good for the community to have a rigorous academic alternative to our government schools.
William Ellis	Bloomington, IN	2014-07-14	Any choice a parent has on education, that is a quality, informed choice, is worth having. The classical methods work-that's why they are classical methods!. I'm pleased to support this.
James Mansell	Bloomington, IN	2014-07-14	Classical education is a way back to a more intelligent and enlightened country.
Thom Gillespie	Bloomington, IN	2014-07-14	More options in education always help.
Joshua Kelley	Indianapolis, IN	2014-07-14	Our founders were trained in the classics and if we want to preserve the liberty that they fought for then future generations need to learn to be enlightened as well.
Allene Lowrey	Whitestown, IN	2014-07-14	The more options parents have to get away from the public school system, the better, so far as I'm concerned.
Vivien Bridges	Unionville, IN	2014-07-14	The more options we have in this community the better.
Lily Holland	Seligman, MO	2014-07-14	As a teacher and former IU Grad, I want to see Bloomington continue to offer quality educational programs to the community.
John Shean	Bloomington, IN	2014-07-14	A free citizenry can only remain free for so long as they can critically think for themselves.
Scott Tibbs	Bloomington, IN	2014-07-15	I want my sons (two years old and three months old) to enjoy the benefit of a classic liberal arts education.
Brian Kloss	Bloomington, IN	2014-07-15	As a parent I would love to have an alternative to the Prussian System that is currently used in our public schools that place conditioning of our children above teaching them Life, Liberty and the pursuit of happiness.
Ginnie Phero	Bloomington, IN	2014-07-16	I am very concerned about the lack of teaching of history, science and the arts in public schools. In addition, I believe that principles of good character should be taught.
Barbara Fravel	Columbus, IN	2014-07-17	Better education for our children is important.
Tina Roush	Nashville, IN	2014-07-18	We have Classically educated my children since kindergarten. As we are considering where we want to send our daughter to HS, the option of a Classical school thrills both her and us.
Terren Green	Bloomington, IN	2014-07-19	There is no one right way to educate every child. We need as much variety in schooling methods as there is diversity in learning styles.
eric schansberg	jeffersonville, IN	2014-07-19	more choice for parents and children

Name	Location	Date	Comment
Anna Vinson-Chastain	Bloomington, IN	2014-07-20	I would like to see more educational options in Bloomington.
jennifer adam bailey	Bloomington indiana, IN	2014-07-21	Without this school option I will have to homeschool
Greg Kuzmits	Bloomington, IN	2014-07-21	The current top-down system is broken and a waste of taxpayer funding.
Andrea Schuch	Bloomington, IN	2014-07-21	I like the varied education options in Bloomington and have a desire for them to increase even more. This would be a great addition to our area.
Ken Rhoden	Martinsville, IN	2014-07-22	I feel there is a need for this opportunity.
Amy Jen	Bloomington, IN	2014-07-26	To restore the true meaning of education, which is to produce open-minded, creative, moral and responsible citizens.
Robert Lorimer	Bloomington, IN	2014-07-27	This education is needed here
Greg Knott	Bloomington, IN	2014-07-31	We need another public school choice for parents and students in the Bloomington area. Not every student learns in the same way, so a "one size fits all" system won't allow every student to reach their full potential.
Margaret Fette	Bloomington, IN	2014-07-31	It's all about choice!
Christopher Arterberry	Bloomington, IN	2014-08-04	Our community needs diverse approaches to education.
Julia Hageman	Bloomington, IN	2014-08-05	We truly believe in classical education and would love to have this option available to our 5 children here in Bloomington.
Lynn Jamieson	Bloomington, IN	2014-08-08	I believe this community needs options for education.
Seann O'Neill	Tempe, AZ	2014-08-12	I support parents' rights to decide the manner in which their children are educated, within reason, and I support the principles that will be taught at Seven Oaks Classical School: the habits of thoroughness, the willingness to work, and the perseverance to complete difficult tasks.
Rebecca Sink-Burris	Bloomington, IN	2014-09-02	More competition in education will lead to innovation and better education.
Gloria Reed	Bloomington, IN	2014-09-23	Grandchildren
Paul Pisano	Bloomington, IN	2015-02-19	I fully agree with the educational aims of Seven Oaks and I want my son, who will be a seventh grader in 2016, to be able to attend Seven Oaks as an alternative to the middle school in whose boundaries we live.
Emilia Brunner	Bloomington, IN	2015-02-19	Education is not a one-size-fits-all deal. The more options parents have for their children, there will be more of an opportunity for the kids to succeed in an environment that suits them best.
Alicia Graves	Bloomington, IN	2015-02-19	I believe choice is a good thing and it should be offered.
Rochelle Hart	East Brunswick, NJ	2015-02-20	We need students who are better prepared to be tomorrow's leaders.
Susan Monsey	Bloomington, IN	2015-03-11	classical education is essential
Emily Garrison	Bloomington, IN	2015-03-13	I would like my children to have the opportunity to attend this school.

Attachment 14

Provide, as Attachment 14, an organizational chart for the proposed school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers.

This attachment includes multiple organizational and flow charts, the Hillsdale College Agreement, Indiana Charters Agreement, list of staff and advisors from BCSI and Indiana Charters, LLC.

Barney Charter School Initiative Staff and Advisors/Trainers:

Phillip W. Kilgore directs the Barney Charter School Initiative. A Texas native, Mr. Kilgore attended the United States Air Force Academy and graduated in 1984 with a B.S. in American history. He served in the Air Force from 1984 to 1992, primarily as a criminal investigator and counterintelligence officer. Following his service, he worked as a system security engineer and quality manager for AlliedSignal Technical Services Corporation and as a senior management consultant with Accenture National Security Services in Colorado. He has 25 years of experience in project, personnel, and financial management.

Mrs. Rebecca A. Fleming is Assistant Director of the Barney Charter School Initiative. After graduating from Hillsdale College in 2009 with a B.S. in biology, Mrs. Fleming taught at The Vanguard School at Cheyenne Mountain Charter Academy in Colorado Springs for four and a half years. Mrs. Fleming taught seventh grade science and high school biology, and served as chair of the science department and the director of student activities. She has significant experience in curriculum development and charter school environments.

Dr. Daniel B. Coupland is Associate Professor of Education at Hillsdale College. Dr. Coupland earned his bachelor's degree in Spanish from Liberty University, his master's degree in Linguistics from Oakland University, and his doctorate in Education from Michigan State University. Before working in higher education, he was a high school Spanish teacher. At Hillsdale College, he teaches courses on language arts and children's literature. He is the advisor for the Classical Education minor and the Liberal Arts Teacher Apprenticeship. In 2013, the Hillsdale College senior class voted Dr. Coupland "Professor of the Year." His research focuses on English grammar instruction and on the role of teacher education within the liberal arts college. He is currently writing an English grammar curriculum (K-6th grades) with Mrs. Tammy Peters for Classical Academic Press titled *Well-Ordered Language*. Dr. Coupland served for six years on the Board of Directors for the Society for Classical Learning and is the former editor of the Society's *Journal*. He also serves as the associate editor for *Arts and Liberty: A Journal on Liberal Arts and Liberal Education*.

Dr. Justin A. Jackson earned a B.A. and M.A. from the California State University, Fresno, and a Ph.D. in Old and Middle English from Purdue University in 2004. He began teaching at Hillsdale College in 2004 and now holds the faculty rank of associate professor of English. He teaches courses in the Great Books, Old and Middle English Language and Literature, Biblical Narrative and Poetry, Philosophy and Literature, and Dostoevsky. In addition to his teaching responsibilities, he has served as the director of the College's Writing Center since 2008. He received the Purdue University Graduate Student Award for Outstanding Teaching at Purdue University in 2002 and Hillsdale College's Emily Daugherty Award for Teaching Excellence in

2008. He also was named Hillsdale's Professor of the Year in 2011 and was listed in *Princeton Review's Best 300 Professors* in 2012.

Mrs. Dorothy Kardatzke is a veteran K-8 teacher, having taught in both public and private schools. For 10 years, she taught 1st and 2nd grade students, as well as deaf and hard-of-hearing students for 16 years primarily in reading and language education. Mrs. Kardatzke has been a trainer for schools in the Riggs *Writing and Spelling Road to Reading and Thinking* curriculum for over 10 years. She earned her B.A. double-majoring in Deaf Education and Elementary Education at Augustana College, and her Master's degree in Linguistics and Language Development at the University of South Dakota. She has also completed post-graduate coursework in Neuroanatomy.

Dr. Terrence O. Moore is Principal at Atlanta Classical Academy. He earned an A.B. in history from the University of Chicago in 1990 and a Ph.D. in history from the University of Edinburgh in 1999. He taught at Ashland University in Ohio for two years. Dr. Moore also served as a lieutenant in the U.S. Marine Corps from 1990-1993. For seven years he was the principal of Ridgeview Classical Schools, a K-12 charter school in Fort Collins, Colorado whose high schools was twice ranked the number-one public high school in the state. He taught history at Hillsdale College from 2008-2014, and his classes included the core Western and American Heritage courses and upper-level courses in intellectual history, including a course on the Enlightenment and a course on the nature and history of manhood. He received the Emily Daugherty Award for Teaching Excellence at Hillsdale in 2010. Dr. Moore writes frequently on the issues of liberal education, limited government, and traditional manhood and has published articles with *The Claremont Review of Books*, *The Washington Times*, *Human Events*, *Big Government*, *Touchstone*, *The Family in America*, and *The Wall Street Journal*. Dr. Moore is the author of *The Perfect Game*, a novel about real boys growing up in Texas during the Reagan years, and *The Story-Killers: A Common-Sense Case Against the Common Core*, both available on Amazon and at the College's bookstore.

Dr. Thomas Treloar is Associate Professor of Mathematics at Hillsdale College. He received his Ph.D. in Mathematics from the University of Maryland in the area of Differential Geometry. He taught at the University of Arizona and the University of Maryland before coming to Hillsdale College in 2004. In addition to teaching a wide range of classes in the undergraduate mathematics curriculum, he developed the courses *Mathematics and Deductive Reasoning*, *Mathematics and Music*, *the Teaching of Elementary Mathematics*, and *the Teaching of Secondary Mathematics*. His current published research deals with game theoretic dynamics in structured populations, a research area which often overlaps with the fields of economics, biology, and physics. More recently he has been looking at questions involving the analysis of disease spread models in structured populations. Dr. Treloar has been selected as a James Leitzel Fellow through the Project NExT program of the Mathematical Association of America. He serves on the Board of Directors at Will Carleton Academy, a K-12 public charter school here in Hillsdale with a traditional, character-based curriculum based on E.D. Hirsch's *Core Knowledge Sequence*.

Dr. Matthew Young is Associate Professor of Chemistry at Hillsdale College. He earned his B.S. in Chemistry and Philosophy minor from Seattle Pacific University and his Ph.D. in physical chemistry from Northwestern University. He teaches courses on physical chemistry and

introductory chemistry. Dr. Young involves his students in his research program using laser spectroscopy experiments to probe the interactions between pollutant molecules and environmentally relevant surfaces. He was awarded the Emily Daugherty Teaching Award for Teaching Excellence in 2012.

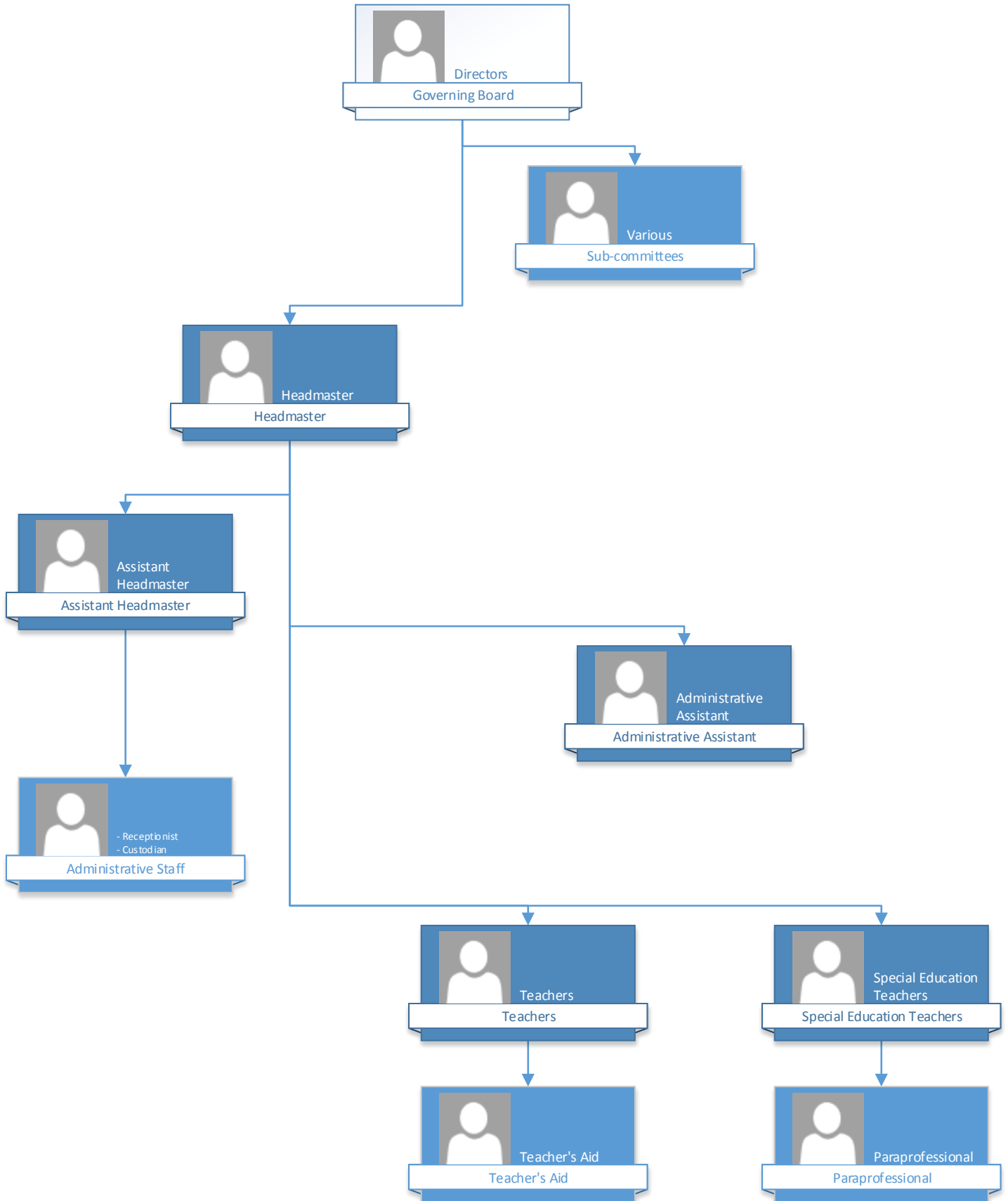
Indiana Charters, LLC staff: Seven Oaks Classical School will partner with a unique educational service provider, Indiana Charters LLC, to provide back office and support services as well as operational knowledge, experience and expertise. The Indiana Charters Seven Oaks team will provide extensive services and support through the first year of operation. These services transition gradually through a teaching and mentoring phase preparing the Seven Oaks staff to operate independently after the third year of operation. Seven Oaks is pleased to be working with Indiana Charters and their transitional management team. We have not included full resumes, since these individuals will not be direct employees; nonetheless, we are confident that the collective experience and expertise of these individuals will help ensure effective and efficient operational practices. The team assigned to work directly with Seven Oaks Classical Academy includes the following:

Kevin L. Davis. Formerly a middle school principal with Carmel-Clay and Speedway Schools, Kevin left traditional public education to co-found one of Indiana's initial 11 charter schools. Options Charter School - Carmel (2002) was created out of a community need to better serve students who were struggling in the traditional public schools in and around Hamilton County. Kevin led Options through expansion and replication opening Options - Noblesville in 2006. As President of the Options Charter Schools, Kevin led the effort to build a highly efficient business infrastructure supporting the unique, personalized, community-assisted alternative high schools. Before founding Indiana Charters, Kevin served as Vice President and COO of the Indiana Public Charter Schools Association. These experiences have given Kevin a unique perspective on the needs of charter operators in this state. Kevin's expertise includes charter school development and management, charter school financing, alternative school instruction, educational technology, school / community connections, charter school board development, and performance management.

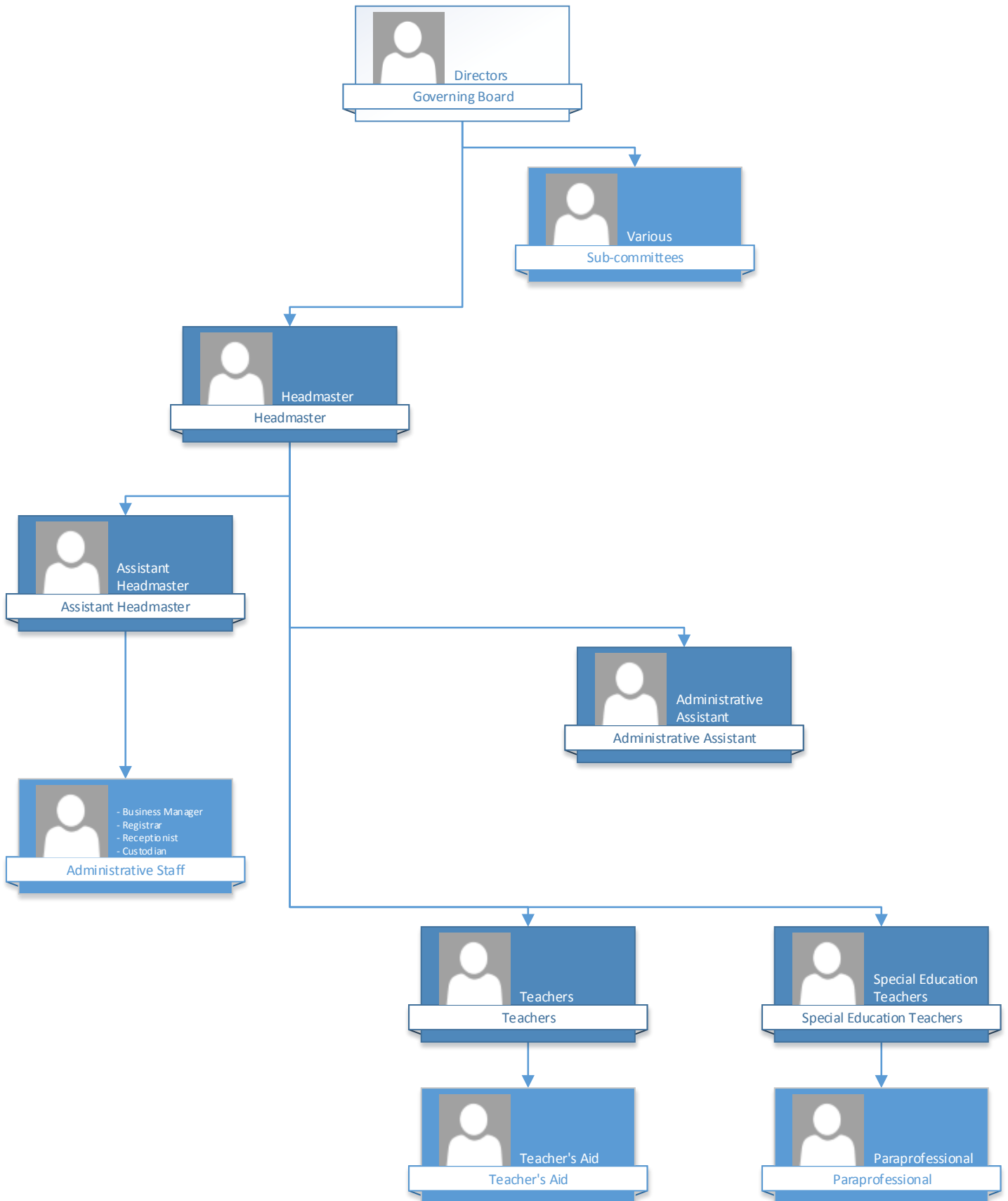
Laurie Serak. Laurie has been working in educational leadership since 1999. A graduate of Butler Universities' elite EPPSP program Laurie has been a school leader in public, private, and charter schools in urban, suburban, and rural areas. Her passion for school choice led her to her most recent post with Ball State University, Office of Charter Schools. Here she worked with schools across the state assuring that they were in compliance to their charter contract in regard to public policy, academics, governance, and finance. These unique experiences have given Laurie insight into every facet of chartering a school from its inception to renewal. Her areas of expertise include understanding the unique position of a charter school authorizer, proposal development, pre-opening requirements, intricacies of charter school contracts, reporting and accountability. Laurie also offers her knowledge of curriculum and instruction in the areas of brain compatible research and best practice, disaggregating data, and differentiating the curriculum. By serving as a chairperson for Advanced Ed., for several years, Laurie has developed a deep understanding of school climate and culture as it applies to positive school outcomes

Brian D. Anderson. Brian has over eighteen years of experience in the charter school community and brings a broad perspective to his role as a business consultant for charter schools and other nonprofits. He spent eleven years in Colorado, providing business services to charter schools and working at the Colorado Department of Education (CDE) in the Schools of Choice Unit. Brian's primary responsibility with CDE was running the Colorado Business Managers Network. After moving to the Midwest to be closer to family, Brian became active in the Indiana charter school community while working for IFF in Chicago, IL. There, he was involved in charter school facility lending in a four-state Midwest region. In Indiana, Brian has experienced charter schools from multiple sides, working with schools and boards on their business needs and working for Ball State University's Office of Charter Schools in a financial oversight capacity.

Year 1



Year 5



Attachment 15

Start-Up Plan. Provide, as Attachment 15, a detailed start-up plan for the period leading up to the school's first day of student attendance. **NOTE: Limit attachment to ten (10) pages.**

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

Month	Activity	Responsible Parties
Mar-15	Submit proposal to ICSB	Board of Directors
	Continue steps toward building acquisition	Board of Directors
Apr-15	Applicant capacity Interviews ICSB	Board of Directors
	Board Meeting/Committee Meetings	Board of Directors
	Public hearing ICSB	Board of Directors/ICSB
	Continue steps toward building acquisition	Board of Directors
May-15	Authorization decision ICSB	ICSB
	Board Meeting/Committee Meetings	Board of Directors
	Begin building acquisition plans	Board of Directors
	Begin contract negotiations with Indiana Charters LLC	Board of Directors
	Complete CSP Application	Board of Directors
Jun-15	Board Meeting/Committee Meetings	Board of Directors
	2nd Annual Pig Roast and Silent Auction Fundraising Event	Board of Directors/Fundraising Committee
	Hillsdale College BCSI Seminar/Board Training	Board of Directors
Jul-15	Board Meeting/Committee Meetings	Board of Directors
	Continue building acquisition plans	Board of Directors
	Begin architectural plans	Board of Directors/OMS
Aug-15	Continue architectural plans	Board of Directors/OMS
	Develop recruitment, marketing and outreach plan for new students	Indiana Charters / Board
	Board Meeting/Committee Meetings	Board of Directors
	Develop review / modify student handbook	Indiana Charters / Board

	Organize community presentations	Board of Directors
	Review current budget development and oversight policies	Indiana Charters
	Obtain zoning and building permits as needed	Board of Directors
Sep-15	Board Meeting/Committee Meetings	Board of Directors
	Continue Headmaster/Assistant Headmaster Search	Board of Directors
	Community Presentation	
Oct-15	Board Meeting/Committee Meetings	Board of Directors
	Community Presentation	Board of Directors
	Begin Site renovation	Board of Directors
	Plan student recruitment strategy	Board of Directors/Indiana Charters
Nov-15	Board Meeting/Committee Meetings	Board of Directors
	Community Presentation	Board of Directors
	Continue Site Renovation	Board of Directors
	Plan student recruitment strategy	Board of Directors/Indiana Charters
Dec-15	Begin Selection of Headmaster	Board of Directors
	Research vendors	Indiana Charters / Board of Directors
	Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc	Indiana Charters /Board of Directors
	Community presentation	Board of Directors
	Continue site renovation	Board of Directors
Jan-16	Continue site renovation	Board of Directors
	Identify additional community liaisons	Board of Directors
	Print and distribute information/brochures	Board of Directors
	Community presentation	Board of Directors
	Select Headmaster	Board of Directors/Hillsdale College
	Open Enrollment Period	Board of Directors/Headmaster
Feb-16	Lottery (if necessary)	Headmaster/Board of Directors

	Revise and expand comprehensive school accountability plan, if necessary	Headmaster / Indiana Charters/Board of Directors
	Plan for classroom/learning environment configuration	Headmaster
	Classical School Job Fair	Board of Directors/Headmaster
	Community presentation	Board of Directors
	Full implementation of accounting system	Board of Directors/Headmaster/Indiana Charters
	Develop new staff selection process	Headmaster/Board of Directors/Hillsdale College
Mar-16	Begin recruitment for Enrollment	Headmaster / Indiana Charters
	Community presentation	Headmaster/Hillsdale College
	Begin sending monthly updates to parents and prospective students on a monthly basis	Headmaster
	Begin Teacher selection	Headmaster/Board/Hillsdale College
	Review and update Board policies	Indiana Charters / Board of Directors
	Analyze student enrollment progress and adjust marketing strategies as needed	Indiana Charters / Board of Directors
Apr-16	Complete school renovation	Board of Directors
	Community presentation	Headmaster
	Select student information system	Board of Directors
	Accept and review applications in accordance with open enrollment	Headmaster/ Indiana Charters
	Recruit additional board members for Governing Board	Board of Directors
	Analyze student enrollment progress and adjust marketing strategies as needed	Indiana Charters / Board of Directors
	Continue Teacher Selection	Headmaster/Board/Hillsdale College
May-16	Finalize job descriptions for Advisors and other school staff.	Headmaster
	Hold first open house	Headmaster
	Implement student information system for enrollment and scheduling	Indiana Charters

	Develop Emergency Plan	Indiana Charters
	Develop severe weather / school closing notification plan	Indiana Charters / Headmaster
	Accept and review applications/hold lottery if necessary	Headmaster/ Indiana Charters
	Analyze student enrollment progress and adjust marketing strategies as needed	Indiana Charters / Board of Directors
Jun-16	Board training seminar - transition to operational board	Board of Directors/Indiana Charters
	Identify students whose applications indicated IEP's	Indiana Charters
	Hold open house	Headmaster
	Obtain health, safety and occupation permits as required by law	Board of Directors
	Complete staff hiring / HR processes	Board of Directors
	Analyze student enrollment progress and adjust marketing strategies as needed	Indiana Charters / Board of Directors
	Charter School Seminar - Hillsdale College	Headmaster
Jul-16	Arrange classrooms/instructional & work environments	Headmaster
	Secure all inspections for fire, safety and other codes	Indiana Charters / Board
	Establish Year 1 staff development plan including para-professionals	Headmaster
	Conduct enrollment lottery if applications exceed space	Headmaster
	Research and recommend auditing options	Indiana Charters / Board
	Begin conducting move-in conferences for students with IEP's	Indiana Charters / Special Ed. Director
	Hillsdale College staff training	Headmaster
	Develop long-term fiscal plans	Indiana Charters / Board
	Hold open house	Headmaster
	Devise plans for serving special education students	Indiana Charters / Special Education Director
Aug-16	Hillsdale College staff training	Headmaster
	Provide orientation for new faculty and staff	Headmaster / Indiana Charters
	Advise staff on legal and regulatory compliance	Indiana Charters

	Continue move-in conferences for students with IEP's	Indiana Charters / Special Ed. Director
	Conduct Family/Student Orientation	Headmaster
	Provide on-site teacher preparation	Headmaster
	Provide training to staff regarding special needs students	Indiana Charters / Special Ed. Director
	First day of school (August 15)	ALL

Attachment 16

Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as Attachment 16, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements.

**ISU Insurance Services
Mayfield Agency**

Independently Owned & Operated

August 5, 2014

Mr. Matt Wolf
Seven Oaks Classical School
PO Box 7287
Bloomington, IN 47407

Re: Charter School Insurance Estimate for ICSB Application

Dear Matt,

Based on the exposure information you provided to us, our firm's experience with other Charter Schools, and a conversation with underwriting, I can provide you with the following insurance cost estimate for your planning purposes. This estimate was received from Liberty Mutual Insurance. Please note that this is not to be interpreted as a bindable quote and actual terms and conditions will be arrived at through the application and underwriting process. The intent of this letter is to provide an indication only for your planning and approval purposes. Again, coverage cannot be bound based on these premium estimates.

Commercial Package (Including Property, Inland Marine, General Liability, School Leader's Errors and Omissions, Sexual Abuse and Molestation, Non-Owned and Hired Auto, Employee Benefits Liability).

Estimated Annual Premium: \$16,500

\$4,000,000 Umbrella Policy

Estimated Annual Premium: \$ 4,000

Workers Compensation

Estimated Annual Premium: \$ 5,500

Hopefully, these indications provide you the information you need to complete your budget and Charter application. Should you require an actual quote in the future, please let me know and we can begin the application process.

Sincerely,



Ken Rhoden
317-831-3575
317-831-1914 (Fax)
krhoden@mayfieldinsurance.com



50 S. Madison St.
Mooresville, IN 46158

"SERVING YOUR INSURANCE NEEDS SINCE 1921"
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Telephone 317.831.3575
Fax 317.831.1914



Seven Oaks Classical School						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,961,107	\$ 2,413,670	\$ 2,564,525	\$ 2,564,525	\$ 2,564,525
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 132,192	\$ 132,192	\$ 132,192	\$ 132,192	\$ 132,192
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 8,878	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 180,000	\$ 240,000	\$ 240,000			
Facilities Assistance Program Grant		\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 65,000	\$ 70,000	\$ 75,000	\$ 75,000	\$ 79,000
Title I		\$ 39,690	\$ 48,195	\$ 51,030	\$ 51,030	\$ 43,740
Title II		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Federal Lunch Program		\$ 70,966	\$ 86,173	\$ 91,242	\$ 91,242	\$ 91,242
Federal Breakfast Reimbursement		\$ 38,579	\$ 46,846	\$ 49,601	\$ 49,601	\$ 49,601
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Fees/Consumables \$175/student @ 50% Collection	\$ -	\$ 33,075	\$ 40,163	\$ 42,525	\$ 42,525	\$ 42,525
Student Lunch	\$ -	\$ 131,793	\$ 160,035	\$ 169,449	\$ 169,449	\$ 169,449
Total Revenue	\$ 180,000	\$ 2,724,280	\$ 3,249,273	\$ 3,187,563	\$ 3,187,563	\$ 3,184,273
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 59,495	\$ 1,361,068	\$ 1,544,533	\$ 1,705,907	\$ 1,814,191	\$ 1,850,475
Substitute Teachers		\$ 27,221	\$ 25,468	\$ 28,102	\$ 28,664	\$ 29,237
Professional Development	\$ -	\$ 14,000	\$ 15,500	\$ 16,750	\$ 17,500	\$ 17,500
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 59,495	\$ 1,402,289	\$ 1,585,501	\$ 1,750,759	\$ 1,860,355	\$ 1,897,212
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 56,700	\$ 68,850	\$ 72,900	\$ 72,900	\$ 72,900
Library, periodicals, etc	\$ -	\$ 1,134	\$ 1,377	\$ 1,458	\$ 1,458	\$ 1,458
Technology	\$ -	\$ 30,000	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000
Assessment materials	\$ -	\$ 7,560	\$ 9,180	\$ 9,720	\$ 7,290	\$ 9,720
Computers	\$ -	\$ 45,360	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Software	\$ -	\$ 5,670	\$ 6,885	\$ 7,290	\$ 7,290	\$ 7,290
Other classroom supplies	\$ -	\$ 18,900	\$ 22,950	\$ 24,300	\$ 24,300	\$ 24,300
Field trips, other unclassified items	\$ -	\$ 9,450	\$ 11,475	\$ 12,150	\$ 12,150	\$ 12,150
Co-curricular & Athletics	\$ -	\$ 1,890	\$ 2,295	\$ 2,430	\$ 2,430	\$ 2,430
Total Instructional Supplies and Resources	\$ -	\$ 176,664	\$ 173,012	\$ 160,248	\$ 157,818	\$ 160,248
Support Supplies and Resources						
Administrative Computers	\$ 5,000	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Administrative Software	\$ 500	\$ 3,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Administration Dues, fees, misc expenses	\$ -	\$ 4,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Office supplies	\$ 3,000	\$ 7,560	\$ 9,180	\$ 9,720	\$ 9,720	\$ 9,720
Total Support Supplies and Resources	\$ 8,500	\$ 20,560	\$ 13,180	\$ 13,720	\$ 13,720	\$ 13,720
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Charter Board Supplies & Equipment	\$ 300	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ 2,800	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Professional Purchased or Contracted Services						
Legal Services	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Audit Services (compliant with SBOA requirements)	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Payroll Services	\$ 1,300	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Accounting Services	\$ 7,200	\$ 40,000	\$ 30,000	\$ 12,000	\$ 12,000	\$ 12,000
Printing/Newsletter/Annual Report Services	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Consultants	\$ 30,000	\$ 50,000	\$ 40,000	\$ 25,000	\$ 15,000	\$ 10,000
Internet Services	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Telephone/Telecommunication Services	\$ -	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000
Travel	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Postage	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Special Education Services	\$ 9,000	\$ 25,000	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000
Student Information Services	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Food service	\$ -	\$ 241,338	\$ 293,053	\$ 260,690	\$ 260,690	\$ 260,690
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 47,500	\$ 481,338	\$ 508,053	\$ 432,690	\$ 422,690	\$ 417,690
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 231,898	\$ 231,898	\$ 231,898	\$ 231,898	\$ 231,898
Furniture & Equipment	\$ 45,000	\$ 7,920	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Gas/electric	\$ -	\$ 72,000	\$ 75,600	\$ 79,380	\$ 83,349	\$ 87,516
Water/Sewer	\$ -	\$ 6,000	\$ 6,300	\$ 6,615	\$ 6,946	\$ 7,293
Grounds Keeping	\$ -	\$ 24,000	\$ 25,200	\$ 26,460	\$ 27,783	\$ 29,172
Maintenance Services	\$ -	\$ 12,000	\$ 12,600	\$ 13,230	\$ 13,892	\$ 14,586

Custodial	\$ -	\$ 5,000	\$ 5,250	\$ 5,513	\$ 5,788	\$ 6,078
Waste disposal	\$ -	\$ 6,000	\$ 6,300	\$ 6,615	\$ 6,946	\$ 7,293
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility Reinvestment/ Renovation	\$ -	\$ 75,000	\$ 300,000	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 45,000	\$ 439,818	\$ 688,148	\$ 394,710	\$ 401,601	\$ 408,836
Other						
Contingency	\$ -	\$ 137,278	\$ 168,957	\$ 179,517	\$ 179,517	\$ 179,517
Indiana Charter School Board Administrative Fee	\$ -	\$ 39,222	\$ 72,410	\$ 76,936	\$ 76,936	\$ 51,290
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 186,500	\$ 251,367	\$ 266,452	\$ 266,452	\$ 240,807
Total Expenditures	\$ 163,295	\$ 2,714,169	\$ 3,226,261	\$ 3,025,580	\$ 3,129,637	\$ 3,145,514
Carryover/Deficit	\$ 16,705	\$ 10,111	\$ 23,012	\$ 161,984	\$ 57,927	\$ 38,760
Cumulative Carryover/(Deficit)	\$ 16,705	\$ 26,816	\$ 49,829	\$ 211,812	\$ 269,739	\$ 308,499

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,961,107	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 132,192	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 8,878	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 240,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions. (\$240,000 is the average amount received by charter schools in years 1 and 2)
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 65,000	
Title I	\$ 39,690	
Title II	\$ 3,000	
Federal Lunch Program	\$ 70,966	\$2.98 per lunch * 180 school day * free and reduced lunch students
Federal Breakfast Reimbursement	\$ 38,579	\$1.62 per breakfast * 180 school day * free and reduced lunch students
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Consumables \$175/student @ 50% Collection	\$ 33,075	\$175 fee/student at collection rate of 50%
Student Lunch	\$ 131,793	Revenue from paid lunch
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,724,280	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,361,068	Use staffing workbook
Substitute Teachers	\$ 27,221	2% of teacher salaries
Professional Development	\$ 14,000	\$500 per employee per year, most development provided by Hillsdale at no cost
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,402,289	
Instructional Supplies and Resources		
Textbooks	\$ 56,700	\$150 per student
Library, periodicals, etc	\$ 1,134	\$3 per student
Technology	\$ 30,000	projectors, printers, etc, \$30,000 in year 1, \$10,000 in subsequent years for maintenance / replacement
Assessment materials	\$ 7,560	\$20 per student
Computers	\$ 45,360	One computer per 5 students @ \$600 per computer in year 1, \$20,000 per year in subsequent years
Software	\$ 5,670	\$15 per student
Other classroom supplies	\$ 18,900	\$50 per student
Field trips, other unclassified items	\$ 9,450	\$25 per student
Co-curricular & Athletics	\$ 1,890	\$5 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 176,664	
Support Supplies and Resources		
Administrative Computers	\$ 6,000	\$6,000 in year 1, \$2,000 for replacement/maintenance in subsequent years
Administrative Software	\$ 3,000	\$3,000 in year 1, \$1,000 in subsequent years
Administration Dues, fees, misc expenses	\$ 4,000	\$4,000 in year 1, \$1,000 in subsequent years

Office supplies	\$	7,560	\$20 per student
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	\$	20,560	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	5,000	\$5,000 for annual retreat/conference
Charter Board Supplies & Equipment	\$	2,000	\$2,000 annually
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	\$	7,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,500	
Audit Services (compliant with SBOA requirements)	\$	7,500	
Payroll Services	\$	5,000	
Accounting Services	\$	40,000	
Printing/Newsletter/Annual Report Services	\$	12,000	
Consultants	\$	50,000	
Internet Services	\$	12,000	
Telephone/Telecommunication Services	\$	9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	26,000	
Travel	\$	15,000	
Postage	\$	6,000	
Special Education Services	\$	25,000	
Student Information Services	\$	20,000	
Food service	\$	241,338	Cost of providing lunch to all students and breakfast for free and reduced lunch students
Transportation			
Nursing Services	\$	10,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	481,338	
Facilities			
Rent, mortgage, or other facility cost	\$	231,898	Based on Ellettsville Location, see Settings Tab
Furniture & Equipment	\$	7,920	\$140 per student in year 1 minus year 0 expenditure, \$25,000/year in subsequent years
Gas/electric	\$	72,000	Projected 5% Annual Increase on Utilities
Water/ Sewer	\$	6,000	
Grounds Keeping	\$	24,000	
Maintenance Services	\$	12,000	
Custodial	\$	5,000	
Waste disposal	\$	6,000	
Debt Service for Facilities (Interest Only)			
Facility Reinvestment/Renovation	\$	75,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	439,818	
Other			
Contingency	\$	137,278	7% of basic grant in year 1 & 2, 6% after.
Indiana Charter School Board Administrative Fee	\$	39,222	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Marketing	\$	10,000	10,000/year
Other (please describe)			
Other (please describe)			
Total Other	\$	186,500	
Total Expenditures	\$	2,714,169	
Carryover/Deficit	\$	10,111	

Cumulative Carryover/(Deficit) \$ 26,816

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,413,670	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 132,192	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 9,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 240,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions. (\$240,000 is the average amount received by charter schools in years 1 and 2)
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 70,000	
Title I	\$ 48,195	
Title II	\$ 3,000	
Federal Lunch Program	\$ 86,173	\$2.98 per lunch * 180 school day * free and reduced lunch students
Federal Breakfast Reimbursement	\$ 46,846	\$1.62 per breakfast * 180 school day * free and reduced lunch students
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Consumables \$175/student @ 50% Collection	\$ 40,163	\$175 fee/student at collection rate of 50%
Student Lunch	\$ 160,035	Revenue from paid lunch
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,249,273	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,544,533	Use staffing workbook
Substitute Teachers	\$ 25,468	2% of teacher salaries
Professional Development	\$ 15,500	\$500 per employee per year, most development provided by Hillsdale at no cost
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,585,501	
Instructional Supplies and Resources		
Textbooks	\$ 68,850	\$150 per student
Library, periodicals, etc	\$ 1,377	\$3 per student
Technology	\$ 30,000	projectors, printers, etc, \$30,000 in years 1 and 2, \$10,000 in subsequent years for maintenance / replacement
Assessment materials	\$ 9,180	\$20 per student
Computers	\$ 20,000	One computer per 5 students @ \$600 per computer in year 1, \$20,000 per year in subsequent years
Software	\$ 6,885	\$15 per student
Other classroom supplies	\$ 22,950	\$50 per student
Field trips, other unclassified items	\$ 11,475	\$25 per student
Co-curricular & Athletics	\$ 2,295	\$5 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 173,012	
Support Supplies and Resources		

Administrative Computers	\$ 2,000	\$6,000 in year 1, \$2,000 for replacement/maintenance in subsequent years
Administrative Software	\$ 1,000	\$3,000 in year 1, \$1,000 in subsequent years
Administration Dues, fees, misc expenses	\$ 1,000	\$4,000 in year 1, \$1,000 in subsequent years
Office supplies	\$ 9,180	\$20 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 13,180	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	\$5,000 for annual retreat/conference
Charter Board Supplies & Equipment	\$ 2,000	\$2,000 annually
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 7,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 2,500	
Audit Services (compliant with SBOA requirements)	\$ 7,500	
Payroll Services	\$ 5,000	
Accounting Services	\$ 30,000	
Printing/Newsletter/Annual Report Services	\$ 12,000	
Consultants	\$ 40,000	
Internet Services	\$ 12,000	
Telephone/Telecommunication Services	\$ 9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 26,000	
Travel	\$ 15,000	
Postage	\$ 6,000	
Special Education Services	\$ 20,000	
Student Information Services	\$ 20,000	
Food service	\$ 293,053	Cost of providing lunch to all students and breakfast for free and reduced lunch students
Transportation		
Nursing Services	\$ 10,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 508,053	
Facilities		
Rent, mortgage, or other facility cost	\$ 231,898	Based on Ellettsville Location, see Settings Tab
Furniture & Equipment	\$ 25,000	\$140 per student in year 1 minus \$25,000 in year 0, \$25,000/year in subsequent years
Gas/electric	\$ 75,600	Projected 5% Annual Increase on Utilites
Water/ Sewer	\$ 6,300	
Grounds Keeping	\$ 25,200	
Maintenance Services	\$ 12,600	
Custodial	\$ 5,250	
Waste disposal	\$ 6,300	
Debt Service for Facilities (Interest Only)		
Facility Reinvestment/Renovation	\$ 300,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 688,148	
Other		
Contingency	\$ 168,957	7% of basic grant in year 1 & 2, 5% after.
Indiana Charter School Board Administrative Fee	\$ 72,410	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Marketing	\$ 10,000	10,000 annually
Other (please describe)		
Other (please describe)		
Total Other	\$ 251,367	
Total Expenditures	\$ 3,226,261	
Carryover/Deficit	\$ 23,012	

Cumulative Carryover/(Deficit) \$ 49,829

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,564,525	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 132,192	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 9,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 75,000	
Title I	\$ 51,030	
Title II	\$ 3,000	
Federal Lunch Program	\$ 91,242	\$2.98 per lunch * 180 school day * free and reduced lunch students
Federal Breakfast Reimbursement	\$ 49,601	\$1.62 per breakfast * 180 school day * free and reduced lunch students
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Consumables \$175/student @ 50% Collection	\$ 42,525	\$175 fee/student at collection rate of 50%
Student Lunch	\$ 169,449	Revenue from paid lunch
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,187,563	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,705,907	Use staffing workbook
Substitute Teachers	\$ 28,102	2% of teacher salaries
Professional Development	\$ 16,750	\$500 per employee per year, most development provided by Hillsdale at no cost
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,750,759	
Instructional Supplies and Resources		
Textbooks	\$ 72,900	\$150 per student
Library, periodicals, etc	\$ 1,458	\$3 per student
Technology	\$ 10,000	projectors, printers, etc, \$30,000 in year 1, \$10,000 in subsequent years for maintenance / replacement
Assessment materials	\$ 9,720	\$20 per student
Computers	\$ 20,000	One computer per 5 students @ \$600 per computer in year 1, \$20,000 per year in subsequent years
Software	\$ 7,290	\$15 per student
Other classroom supplies	\$ 24,300	\$50 per student
Field trips, other unclassified items	\$ 12,150	\$25 per student
Co-curricular & Athletics	\$ 2,430	\$5 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 160,248	
Support Supplies and Resources		
Administrative Computers	\$ 2,000	\$6,000 in year 1, \$2,000 for replacement/maintenance in subsequent years
Administrative Software	\$ 1,000	\$3,000 in year 1, \$1,000 in subsequent years
Administration Dues, fees, misc expenses	\$ 1,000	\$4,000 in year 1, \$1,000 in subsequent years
Office supplies	\$ 9,720	\$20 per student

Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 13,720	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	\$5,000 for annual retreat/conference
Charter Board Supplies & Equipment	\$ 2,000	\$2,000 annually
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 7,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 2,500	
Audit Services (compliant with SBOA requirements)	\$ 7,500	
Payroll Services	\$ 5,000	
Accounting Services	\$ 12,000	
Printing/Newsletter/Annual Report Services	\$ 12,000	
Consultants	\$ 25,000	
Internet Services	\$ 12,000	
Telephone/Telecommunication Services	\$ 9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 26,000	
Travel	\$ 15,000	
Postage	\$ 6,000	
Special Education Services	\$ 10,000	
Student Information Services	\$ 20,000	
Food service	\$ 260,690	Cost of providing lunch to all students and breakfast for free and reduced lunch students
Transportation		
Nursing Services	\$ 10,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 432,690	
Facilities		
Rent, mortgage, or other facility cost	\$ 231,898	
Furniture & Equipment	\$ 25,000	\$140 per student in year 1, \$25,000/year in subsequent years
Gas/electric	\$ 79,380	Projected 5% Annual Increase on Utilities
Water/ Sewer	\$ 6,615	
Grounds Keeping	\$ 26,460	
Maintenance Services	\$ 13,230	
Custodial	\$ 5,513	
Waste disposal	\$ 6,615	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 394,710	
Other		
Contingency	\$ 179,517	7% of basic grant each year
Indiana Charter School Board Administrative Fee	\$ 76,936	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Marketing	\$ 10,000	
Other (please describe)		
Other (please describe)		
Total Other	\$ 266,452	
Total Expenditures	\$ 3,025,580	
Carryover/Deficit	\$ 161,984	

Cumulative Carryover/(Deficit) \$ 211,812

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,564,525	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 132,192	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 9,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 75,000	
Title I	\$ 51,030	
Title II	\$ 3,000	
Federal Lunch Program	\$ 91,242	\$2.98 per lunch * 180 school day * free and reduced lunch students
Federal Breakfast Reimbursement	\$ 49,601	\$1.62 per breakfast * 180 school day * free and reduced lunch students
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Consumables \$175/student @ 50% Collection	\$ 42,525	\$175 fee/student at collection rate of 50%
Student Lunch	\$ 169,449	Revenue from paid lunch
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,187,563	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,814,191	Use staffing workbook
Substitute Teachers	\$ 28,664	2% of teacher salaries
Professional Development	\$ 17,500	\$500 per employee per year, most development provided by Hillsdale at no cost
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,860,355	
Instructional Supplies and Resources		
Textbooks	\$ 72,900	\$150 per student
Library, periodicals, etc	\$ 1,458	\$3 per student
Technology	\$ 10,000	projectors, printers, etc, \$30,000 in year 1, \$10,000 in subsequent years for maintenance / replacement
Assessment materials	\$ 7,290	\$20 per student
Computers	\$ 20,000	One computer per 5 students @ \$600 per computer in year 1, \$20,000 per year in subsequent years
Software	\$ 7,290	\$15 per student
Other classroom supplies	\$ 24,300	\$50 per student
Field trips, other unclassified items	\$ 12,150	\$25 per student
Co-curricular & Athletics	\$ 2,430	\$5 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 157,818	
Support Supplies and Resources		
Administrative Computers	\$ 2,000	\$6,000 in year 1, \$2,000 for replacement/maintenance in subsequent years
Administrative Software	\$ 1,000	\$3,000 in year 1, \$1,000 in subsequent years
Administration Dues, fees, misc expenses	\$ 1,000	\$4,000 in year 1, \$1,000 in subsequent years
Office supplies	\$ 9,720	\$20 per student

Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 13,720	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	\$5,000 for annual retreat/conference
Charter Board Supplies & Equipment	\$ 2,000	\$2,000 annually
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 7,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 2,500	
Audit Services (compliant with SBOA requirements)	\$ 7,500	
Payroll Services	\$ 5,000	
Accounting Services	\$ 12,000	
Printing/Newsletter/Annual Report Services	\$ 12,000	
Consultants	\$ 15,000	
Internet Services	\$ 12,000	
Telephone/Telecommunication Services	\$ 9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 26,000	
Travel	\$ 15,000	
Postage	\$ 6,000	
Special Education Services	\$ 10,000	
Student Information Services	\$ 20,000	
Food service	\$ 260,690	Cost of providing lunch to all students and breakfast for free and reduced lunch students
Transportation		
Nursing Services	\$ 10,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 422,690	
Facilities		
Rent, mortgage, or other facility cost	\$ 231,898	See budget assumptions
Furniture & Equipment	\$ 25,000	\$140 per student in year 1, \$25,000/year in subsequent years
Gas/electric	\$ 83,349	Projected 5% Annual Increase on Utilities
Water/ Sewer	\$ 6,946	
Grounds Keeping	\$ 27,783	
Maintenance Services	\$ 13,892	
Custodial	\$ 5,788	
Waste disposal	\$ 6,946	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 401,601	
Other		
Contingency	\$ 179,517	7% of basic grant each year
Indiana Charter School Board Administrative Fee	\$ 76,936	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Marketing	\$ 10,000	
Other (please describe)		
Other (please describe)		
Total Other	\$ 266,452	
Total Expenditures	\$ 3,129,637	
Carryover/Deficit	\$ 57,927	

Cumulative Carryover/(Deficit) \$ 269,739

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,564,525	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 132,192	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 9,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 79,000	
Title I	\$ 43,740	
Title II	\$ 3,000	
Federal Lunch Program	\$ 91,242	\$2.98 per lunch * 180 school day * free and reduced lunch students
Federal Breakfast Reimbursement	\$ 49,601	\$1.62 per breakfast * 180 school day * free and reduced lunch students
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Student Fees/Consumables \$175/student @ 50% Collection	\$ 42,525	\$175 fee/student at collection rate of 50%
Student Lunch	\$ 169,449	Revenue from paid lunch
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,184,273	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,850,475	Use staffing workbook
Substitute Teachers	\$ 29,237	2% of teacher salaries
Professional Development	\$ 17,500	\$500 per employee per year, most development provided by Hillsdale at no cost
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,897,212	
Instructional Supplies and Resources		
Textbooks	\$ 72,900	\$150 per student
Library, periodicals, etc	\$ 1,458	\$3 per student
Technology	\$ 10,000	projectors, printers, etc, \$30,000 in year 1, \$10,000 in subsequent years for maintenance / replacement
Assessment materials	\$ 9,720	\$20 per student
Computers	\$ 20,000	One computer per 5 students @ \$600 per computer in year 1, \$20,000 per year in subsequent years
Software	\$ 7,290	\$15 per student
Other classroom supplies	\$ 24,300	\$50 per student
Field trips, other unclassified items	\$ 12,150	\$25 per student
Co-curricular & Athletics	\$ 2,430	\$5 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 160,248	
Support Supplies and Resources		
Administrative Computers	\$ 2,000	\$6,000 in year 1, \$2,000 for replacement/maintenance in subsequent years
Administrative Software	\$ 1,000	\$3,000 in year 1, \$1,000 in subsequent years
Administration Dues, fees, misc expenses	\$ 1,000	\$4,000 in year 1, \$1,000 in subsequent years
Office supplies	\$ 9,720	\$20 per student

Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 13,720	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	\$5,000 for annual retreat/conference
Charter Board Supplies & Equipment	\$ 2,000	\$2,000 annually
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 7,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 2,500	
Audit Services (compliant with SBOA requirements)	\$ 7,500	
Payroll Services	\$ 5,000	
Accounting Services	\$ 12,000	
Printing/Newsletter/Annual Report Services	\$ 12,000	
Consultants	\$ 10,000	
Internet Services	\$ 12,000	
Telephone/Telecommunication Services	\$ 9,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 26,000	
Travel	\$ 15,000	
Postage	\$ 6,000	
Special Education Services	\$ 10,000	
Student Information Services	\$ 20,000	
Food service	\$ 260,690	Cost of providing lunch to all students and breakfast for free and reduced lunch eligible students.
Transportation		
Nursing Services	\$ 10,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 417,690	
Facilities		
Rent, mortgage, or other facility cost	\$ 231,898	
Furniture & Equipment	\$ 25,000	
Gas/electric	\$ 87,516	\$140 per student in year 1, \$25,000/year in subsequent years
Water/ Sewer	\$ 7,293	Projected 5% Annual Increase on Utilities
Grounds Keeping	\$ 29,172	
Maintenance Services	\$ 14,586	
Custodial	\$ 6,078	
Waste disposal	\$ 7,293	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 408,836	
Other		
Contingency	\$ 179,517	7% of basic grant each year
Indiana Charter School Board Administrative Fee	\$ 51,290	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Marketing	\$ 10,000	
Other (please describe)		
Other (please describe)		
Total Other	\$ 240,807	
Total Expenditures	\$ 3,145,514	
Carryover/Deficit	\$ 38,760	

Cumulative Carryover/(Deficit) \$ 308,499

Attachment 18

Assumption and revenue projections.

Seven Oaks Classical School intends to apply for the Public Charter School Program (PCSP) grant. This revenue has been included in year 0, year 1, and year 2 for the corresponding amounts of \$180,000, \$240,000, and \$240,000. These amounts are based on information obtained from the Indiana Department of Education (IDOE) and correspond with the average amount received by new schools. We have been informed by the IDOE of the intent to reapply for this federal grant and apply for an extension of the current grant, if necessary, to ensure continuity of this program.

When possible, revenue and expense projections have been estimated based on other operating charter schools, including those also affiliated with Hillsdale College's Barney Charter School initiative.

1. Revenue Projections

- a. Per Pupil Payments: \$5,587 per student from the State Basic Grant. This number is based on a combination of the per pupil rates from Monroe County Community Schools (40% of projected enrollment) and Richland-Bean Blossom Community School Corporation (60% of projected enrollment). Fluctuations in this enrollment balance will have a minimal impact on the per pupil amount as the school corporations have similar per pupil rates, MCCSC at \$5,610 and RBB at 5,587. The numbers are subject to change in coming months due to modifications to the school funding formula in the 2015-2017 state budget.
- b. State Grants - Kindergarten: \$2,448 per full day Kindergarten student budgeted. The other half of each full day Kindergarten student is provided in the State Basic Grant.
- c. Federal Grant - Public Charter School Program (PCSP) Grant: \$180,000 in year 0, \$240,000 per annum in years 1 and 2. As noted this grant is competitive and not guaranteed.
- d. Federal Grant - Title II: \$3,000/year.

2. Expense Assumption

a. Human Resources

- 1) Headmaster: \$77,000/year
- 2) Assistant Headmaster: \$52,000/year
- 3) Teachers (FT) Salaries: \$40,000/year average. The budget pro-forma plans a 2% increase per year for all positions following year 1.
- 4) Office and Custodial Salaries: Range between \$24,250 – \$40,000
- 5) Payroll Tax: 7.65%
- 6) Benefits Rate: 20%
- 7) Professional Development: The majority of professional development will be provided by Hillsdale College at no cost. Additional funds of \$500/employee per year are budgeted for additional training needs.
- 8) Substitute Teachers: 2% of teacher salaries.

b. Facility

- 1) Facility Rent: \$231,897/year
This is calculated based on the purchase and renovation of the facility at 200 E Association St, Ellettsville, IN for the total cost of \$2.15 million. Financing for

this amount with 180 payments at a 7% interest rate results in monthly payments of \$19,325. As an alternative, we will pursue a lease on this property with a reduced renovation budget. It is not anticipated that a leasing option would exceed the monthly rate listed above, as the lease would only apply to a portion of the facility.

Also note that the school operations of Seven Oaks will not occupy the entire 90,000 sqft. facility, a purchase of this property would result in Seven Oaks being in a position of landlord with a variety of tenants occupying the building. This would provide additional revenue to support the financing of facilities and renovations.

- 2) Utilities: \$84,000 per year covering gas, electric, water, and waste disposal.
- 3) Maintenance and Custodial: \$41,000

c. Materials/Supplies/Equipment

- 1) Textbooks and Other Instructional Supplies: \$150 per student/year. Additional reading materials are \$3/year and \$20/year for testing and assessment materials.
- 2) Classroom Technology and Computers: Classroom technology (projectors, printers, other supplies) budgeted at \$30,000 in year one and \$10,000/year in each subsequent year for replacement and maintenance. Computer purchases, for classrooms and labs, are planned at one computer per five students at \$600 per computer in year one with \$20,000 budgeted per year in subsequent years for replacement and maintenance. Software purchase and licensing is planned at \$15 per student/year.
- 3) Other Classroom Supplies: \$50 per student/year
- 4) Field trips and other unclassified items: \$25 per student/year
- 5) Co-curricular & Athletics: \$5 per student/year
- 6) Administrative Computers & Software: \$6,000 in year 1, \$2,000 in subsequent years for maintenance and replacement.
- 7) Office Supplies: \$20 per student/year
- 8) Classroom Furniture: Startup of \$140/student for classroom furniture in startup and year one. \$25,000 per year in subsequent years.

d. Other Expenses

- 1) Administrative Dues, Fees, & Misc. Expenses: \$4,000 in year 1, \$1,000 in subsequent years.
- 2) Board Training: \$5,000 for annual retreat/conference
- 3) Board Supplies: \$2,000 per annum
- 4) Legal Services: \$2,500 per annum
- 5) Audit Services: \$7,500 per annum
- 6) Payroll Services: \$5,000 per annum
- 7) Accounting Services: \$40,000 in year one tapering down to \$12,000 once a business manager is added to staff in year 4 and 5.
- 8) Printing/Newsletter/Annual Report Services: \$12,000 per annum

- 9) Consultants: \$30,000 in startup, \$50,000 in year 1, and less in subsequent years as services and fees are gradually reduced.
- 10) Internet Services: \$12,000 per annum
- 11) Telephone/Telecommunication Services: \$9,000 per annum
- 12) Total Insurance Costs: \$22,500 per annum
- 13) Travel: \$15,000 per annum
- 14) Postage: \$6,000 per annum
- 15) Special Education Services: \$4,500 in startup, \$20,000 in year one, and less in subsequent years as services and fees are gradually reduced.
- 16) Student Information Services: \$20,000 per annum
- 17) Food service: Seven Oaks will use a public bidding process to choose a vendor to provide food services. A choice will be made based on the respondents' experience providing food service for similar programs governed by similar regulations, cost of the services, and demonstrated capacity to provide healthy meals that are appealing to students. Seven Oaks will follow all federal, state, and local laws and regulations regarding nutrition to meet the nutritional needs of our students. Lunch prices will be established with the goal of operating a revenue neutral lunch program.
- 18) Nursing Services: \$10,000 per annum

Contingency Plan

In the event that financial needs exceed our revenues, Seven Oaks Classical School will make budget cuts first in areas that are non-essential. The school will also seek to reduce facility costs by reducing the amount of required space based on enrollment numbers.

Seven Oaks will also make staffing decisions in the first two weeks of school based on student enrollments. If we are unable to fill a class to 75% of capacity, then a class and teacher may be cut until we are able to surpass the required enrollment threshold. Upon accepting a position with Seven Oaks, teachers will be informed of this possibility. Seven Oaks will make every effort to recruit and maintain our projected enrollments every year.

Through sound fiscal responsibility and conservative budgeting, including significant contingencies, through the first three (3) years of operation, Seven Oaks Classical School will ensure that it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

Attachment 19

Additional Requirement for Pre-Existing Non-Profit Organizations: If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as Attachment 19: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011).

This attachment is **Not Applicable** to Seven Oaks Classical School