Commonwealth of Pennsylvania Department of Education

Cyber Charter School Application

2013

Acclaim Cyber Charter School
Sue Stiver, Regina Durante, Becky Noble
786 Coolspring Rd.
Worthville, Pa. 15784
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If you have any questions about this publication, contact:

Department of Education, Executive Office
333 Market Street, 10th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-944 Fax: (717) 787.7222 Text Telephone TTY: (717) 783-8445

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Complaints regarding discrimination in schools:
Pennsylvania Human Relations Commission, Human Relations Representative
Intake Division
Harrisburg Regional Office (717) 787-9784; Pittsburgh Regional Office (412) 565-5395
Philadelphia Regional Office (215) 560-2496

Complaints against a Pennsylvania Department of Education employee:
Pennsylvania Department of Education, Equal Employment Opportunity Representative
Information on accommodations within the Department of Education for persons with disabilities:
Pennsylvania Department of Education, Americans with Disabilities Act Coordinator
Bureau of Management Services, 333 Market Street, 15th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348, Text Telephone TTY: (717) 783-8445

General questions regarding educational law or issues:
Pennsylvania Department of Education, Director
School Services Office, 333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802, Text Telephone TTY: (717) 783-8445
Addendum A –

Student Handbook – addresses the following:
- The applicant failed to provide evidence of cooperative learning opportunities and field trips
- The applicant failed to provide sufficient information to identify the number of courses required for students.
- The applicant failed to offer sufficient information concerning the curriculum to be offered and how it meets the requirements of the 22 Pa. Code Chapter 4.

Addendum B- Resubmission budget
Addendum C- Business & Finance Policies & Procedures
Addendum D- Lease Agreement
Addendum E- Teacher Induction Plan
This application fact sheet is intended to be a “finger-tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Cyber Charter School Name (Must Include “Charter School” in the Title)

Acclaim Cyber Charter School

Proposed Cyber Charter School Administrative Location (Address, City/Town and Zip Code)

786 Coolspring Rd. Worthville, Pa. 15784

County Jefferson

Intermediate Unit Riverview IU #6

Proposed Start Date August 18, 2014

Federal Employer Identification Number 45-4430150

Contact Person:

First Sue Ellen Middle ______ Last Stiver

Organization Acclaim Cyber Charter School

City Worthville State Pa Zip Code 15784

Telephon 814-270-1020 Fax Number 724-468-6963 E-mail suetiver@aol.com

<table>
<thead>
<tr>
<th>Founding Coalition: Indicate Number of Representatives per Group</th>
<th>Grade and Age Ranges</th>
<th>Projected Student Enrollment Year 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents ______ 5 ________</td>
<td>Elementary ______ 1-6</td>
<td>1st Year ______ 300 ______</td>
</tr>
<tr>
<td>Teachers ______ 3 ________</td>
<td>Secondary ______ 7-12</td>
<td>2nd Year ______ 600 ______</td>
</tr>
<tr>
<td>Business Partners ______ 2 ________</td>
<td>Age of Kindergarten ______ NA</td>
<td>3rd Year ______ 1000 ______</td>
</tr>
<tr>
<td>Community Based Orgs. ______</td>
<td>Age of Beginners ______ 5.7 years</td>
<td>4th Year ______ 2000 ______</td>
</tr>
<tr>
<td>Museums ______</td>
<td>Circle Appropriate Grade(s)</td>
<td>5th Year ______ 4000 ______</td>
</tr>
<tr>
<td>Higher Education ______ 1 ________</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td></td>
</tr>
<tr>
<td>Other Group (Identify) ______</td>
<td>Kindergarten: Full Day or Half Day?</td>
<td></td>
</tr>
<tr>
<td>Total Number of Teachers by 5th year ______ 75 ______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does the cyber charter applicant have an existing retirement system? Yes ___ No ___ x ___

*Acclaim will participate with PSERS upon charter approval.

Does the applicant group presently have access to a facility suitable for the cyber charter school’s administrative offices? Yes ___ x ___ No ___
Our Administrative office will be located at 786 Coolspring Road, Worthville, Pa. 15784.

(a) The applicant failed to demonstrate evidence of insurability.

Acclaim has requested quotes from:
State Farm
Nationwide
Liberty Mutual
Farmers
The Hartford

Acclaim will need to request updated quotes upon receipt of the charter to ensure we receive the best rates for the best coverage.

Acclaim is also working with Blue Cross and Blue Shield to provide health insurance coverage for all employees along with Delta Dental for dental health coverage.

All insurance coverage will be finalized upon receipt of the charter. Currently Acclaim has received a quote from the following:

<table>
<thead>
<tr>
<th>General Liability</th>
<th>Liability Coverage: Bodily Injury and Property Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote #1386962</td>
<td>$1,000,000 - General Liability per Occurrence</td>
</tr>
<tr>
<td></td>
<td>$2,000,000 - General Liability Annual Aggregate</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 - Personal &amp; Advertising Injury per Occurrence</td>
</tr>
<tr>
<td></td>
<td>$2,000,000 - Products Completed Operations Aggregate</td>
</tr>
<tr>
<td>$425</td>
<td>$1,000,000 - Damage to Premises Rented to you</td>
</tr>
<tr>
<td>Total Annual Premium</td>
<td>$10,000 - Medical Expenses</td>
</tr>
<tr>
<td>The Hartford</td>
<td>$100,000 - Employment Practices Liability</td>
</tr>
</tbody>
</table>

AM Best Rating of A (Excellent); Size XV

Liability Coverage: Bodily Injury and Property Damage

- Meets contract requirement for Commercial General Liability insurance.
- Injury at your office - a visitor falls and is hurt on your premises.
- Includes Employment Practices Liability insurance (EPLI) if an employee alleges wrongful termination, sexual harassment, discrimination, invasion of privacy, contract breach, or emotional distress ($5,000 limit. Higher limits available)
Property Coverage

No coverage. The General Liability coverage and premium quoted does not include coverage for your business property in the event of theft, fire, storm or any other cause of loss. This coverage is not available in all areas, please let me know if you are interested in this coverage.

It is important to note that without property coverage, there is also no coverage for your customer’s business property in your care, custody or control.

The Hartford direct billing: Immediate payment is not required.

- Hartford Insurance will invoice you directly 2 to 4 weeks after coverage has been started.
- Payment options available are single, 2, 4, or 10 payments.

General Liability and Property Quote #1386983 (for umbrella portion see separate Umbrella Quote below)

$784 Total Annual Premium

$250 - Property Claim Deductible

786 Coolspring Rd, Worthville, PA 15784

$100,000 - Business Property

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Liability Coverage: Bodily Injury and Property Damage

$1,000,000 - General Liability per Occurrence

$2,000,000 - General Liability Annual Aggregate

$1,000,000 - Personal & Advertising Injury per Occurrence

$2,000,000 - Products Completed Operations Aggregate

$1,000,000 - Damage to Premises Rented to you

$10,000 - Medical Expenses

$100,000 - Employment Practices Liability

Property Coverage: Your Property and Your Client’s Property in Your Possession

You have requested $10,000 in computer coverage. A package endorsement has been added to provide this coverage for the optimal price.

To see a summary of all property coverage, including computers and media, visit [https://www.insureon.com/quote/coverages](https://www.insureon.com/quote/coverages)
Liability Coverage: Bodily Injury and Property Damage

- Meets contract requirement for Commercial General Liability insurance.
- Injury at your office - a visitor falls and is hurt on your premises.
- Includes Employment Practices Liability insurance (EPLI) if an employee alleges wrongful termination, sexual harassment, discrimination, invasion of privacy, contract breach, or emotional distress ($5,000 limit. Higher limits available)

Property Coverage: Your Property and Your Client's Property in Your Possession

- Theft or damage to your computers and other business property at your location.

The Hartford direct billing: Immediate payment is not required.

- Hartford Insurance will invoice you directly 2 to 4 weeks after coverage has been started.
- Payment options available are single, 2, 4, or 10 payments.

Umbrella Liability
Quote #1386982-ub

$448
Total Annual Premium

The Hartford

AM Best Rating of A (Excellent); Size XV

Coverage:

- Excess Liability Coverage -- Bodily Injury and Property Damage
- Hired and non-owned automobile -- accidents that occur while an employee is driving for business
- Supplements coverage limits for the following (when purchased)
- Umbrella liability is issued in increments of $1,000,000.
- Coverage begins after the underlying liability policy has reached its limits of coverage.

Excess Liability Coverage: Bodily Injury and Property Damage

$1,000,000 - Per Occurrence and Aggregate
$10,000 - Retention (Deductible)
(b) The applicant failed to provide sufficient information concerning the curriculum to be offered and how it meets the requirements of 22 Pa. Code Chapter 4.

Acclaim will follow all of the guidelines of the 22 Pa. Code Chapter 4 as set forth by the PA Department of Education.

Acclaim will develop, expand and improve academic standards in the following content areas:
Science and technology
Environment and ecology
Social Studies
Arts and Humanities
Career education and work
Health, safety and physical education
Family and consumer science
Mathematics

Additionally Acclaim has updated the student handbook found in Addendum A to include course descriptions, number of courses required for graduation and field trip opportunities along with cooperative learning opportunities.

Acclaim will be using the Pearson curriculum which is aligned to the PA state standards and Common Core. Acclaim will not deviate from the Pearson curriculum. The curriculum offered through Pearson is aligned to eligible content and assessment anchors that will be measured on the PSSA and Keystone assessments.

The Applicant failed to provide information concerning the ownership of all facilities and offices of its school and any lease arrangements.

See APPENDIX D – Lease and ownership of property

The applicant failed to describe how the school will define and monitor a students school
Students at Acclaim will be expected to attend a minimum of 180 days of instruction or nine hundred hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level. Students will be required to be online participating in their online live classes every day. Students will also complete all of the work and homework with in the school portal. All time will be logged automatically by the school portal, this includes time on tasks, time in classes and time accessing materials for reading, test taking and communication.

In order for students to achieve and maximize their learning potential they must have good attendance. In order for a student’s legal attendance to be counted, he/she MUST log into the school portal each day that school is in session. Students will be made aware that if they skip logging into Haiku it is the same as skipping a day at a brick and mortar school. It is the responsibility of the parents or guardians to provide an excuse when their child is absent from school. If a student is absent for three days without an excuse, the student will be considered truant. Acclaim is legally required to report instances of truancy to the student’s school district of residence and will do so immediately.

Section 13-1301 of the Public School Code establishes the right for students in Pennsylvania to attend school. Students between the ages of 6 and 21 years who are residents of any school district and are of “school age” are entitled to a public education. Furthermore, “compulsory school age” is defined in Section 13-1326 of the Public School Code as “…the period of a child’s life from the time the child’s parents elect to have the child enter school, which shall not be later than the age of eight (8) years, until the age of seventeen (17) years or graduation from an accredited high school”.

Attendance will be reviewed daily. If the student is absent, the parent must contact the school and indicate the nature of the absence and the period of time the student is unavailable. The school will require a physician’s excuse if the student is absent for three days due to an illness. Acclaim must be notified if the student is not going to log on for an extended period of time due to a legitimate excuse and if possible alternate arrangement will be made to complete the required course of study. Please refer to the Student Handbook and Code of Conduct for detailed information concerning attendance and truancy policy.

The applicant failed to submit sufficient evidence of proper governance and of the necessary support and planning to provide a comprehensive learning experience to students.

(a) The applicant failed to submit sufficient evidence of governance by an independent board of trustees.
(b) The applicant did not submit sufficient evidence that it will be governed and enter into agreements in compliance with applicable legal requirements
Per charter school law 24 PS 17-1716-A Powers of Board of Trustees

Acclaim will ensure:

(a) The board of trustees of a charter school shall have the authority to decide matters related to the operation of the school, including, but not limited to, budgeting, curriculum and operating procedures, subject to the school's charter. The board shall have the authority to employ, discharge and contact with necessary professional and nonprofessional employees subject to the school's charter and the provisions of this article.

The board of trustees shall comply with the act of July 3, 1986 (P.L. 388, No. 84)[65 PS 271 et seq.], known as the "Sunshine Act”.

III. The applicant failed to submit evidence that it has the demonstrated, sustainable support for the cyber charter school plan and the necessary support and planning to provide a comprehensive learning experience to students.

Acclaim currently has a waiting list with roughly 50 families. These families are located across the Commonwealth of Pennsylvania. Acclaim also has a Facebook account to promote the cyber school, a Twitter account, and a school website. The school also created an iPetition site to not only promote the school but receive inquiries about enrollment.

Acclaim has a marketing plan which will be implemented upon approval of the charter. We will be traveling across the state promoting the school through planned meetings, enrollment session, Public service announcements, press releases and word of mouth. We will be meeting at libraries, community centers, colleges and other community locations to share information about our school and offer enrollment opportunities.

Acclaim has also received numerous inquiries from teachers and guidance counselors around the state regarding employment and potential enrollments.

IV. The applicant failed to provide sufficient information to establish that it will operate as a cyber charter school and use physical school facilities in a proper manner.

Acclaim will have a main office located at 786 Coolspring Road in Worthville, Pennsylvania. This location will be used for storage of materials, hard copies of student records, Special Education files and all Human resources information. Teachers will work from home and Administrators will physically meet in the office weekly. This location will have a secretary on staff full time. All necessary meetings with students or faculty members will occur at remote locations around the state. Acclaim will have safeguard protocols in place to guard against unauthorized access to student electronic records. We will have the capability to provide written copies of student records when requested and approved by the parent or student. Student records will be maintained in accordance with FERPA and state regulations and a secured backup system will be in place.
This location will provide Acclaim with storage for student records, meeting space for Administration and the Dept of Education. While the space is located in a residential neighborhood the facility will only be used for business purposes. This space is handicap accessible and features 2 bathrooms, a kitchen area, large storage areas and space for individual offices (if necessary).

The Acclaim office will be available for PDE staff to visit any time the school is in operation.

V. The applicant failed to provide sufficient information to demonstrate compliance with technology requirements applicable to and necessary part of operation of a cyber charter school.
(a) The applicant failed to demonstrate planning for the necessary level of internet connectivity.
All students enrolled with Acclaim will have access to the online portal including books, materials, assignments, email and other school related forms of communication. Students living in an area without internet either via cable, DSL or Dial up will be provided with an satellite air card. No students education will be jeopardized by poor internet access.

(b) The applicant failed to define the technology and equipment standards that promote equitable access to online learning.

Students who are enrolled in Acclaim receive a laptop computer.

- Lenovo x131e Notebook or comparable
  - Microsoft® Windows® 7 Professional
  - Internal microphone
  - Headphone/line out
  - 11.6” HD LED anti-glare (1366x762)
  - Microsoft Office®
  - Antivirus Protection
  - Headset/Microphone combo
  - Internet Content filtering
  - Unlimited Technical Support
  - Printing and Imaging: Acclaim will supply a HP all-in-one printer to accommodate the printing and imaging needs of our students.
  - Internet Access: Families may apply for Internet service reimbursement up to, but not greater than $50 per month of service unless proof can be shown that the only available service in your area necessitates higher monthly billing. Reimbursement is permitted for one Internet connection per family.
  - Home Networking: In cases where multiple students reside in a single household, accommodations can be made so that each student can access his or her chosen
curriculum and web-based resources simultaneously. In these cases, we may elect to provide your family with in-home wireless 802.11 b/g/n networking equipment. This provision supports the learning process, and enables students to work independently and at their own pace. This service is free of charge with installation assistance, via telephone, from our Helpdesk team as needed.

- **Technical Support:** Technical support through the helpdesk is provided to Acclaim students between the hours of 8:00 AM and 8:00 PM, Monday through Friday. On Call support will be available 24 hours a day for emergency service.

**VII. The applicant failed to demonstrate that it was prepared to meet the needs of students with disabilities.**

- **(a) The applicant failed to demonstrate that it has reasonable knowledge of the requirements for providing special education programs and services.**
- **(b) The applicant failed to demonstrate that it has sufficient resources established across the state to meet the needs of students with disabilities.**

Acclaim will not refuse enrollment to any student based on a disability. We will be responsible for providing a free appropriate public education (“FAPE”) to all enrolled students with disabilities and may contract with a school district, intermediate unit or other provider to provide necessary services.

Within 10 days of receipt of notice of enrollment of the student in Acclaim, school districts must provide a copy of a student’s records to the charter school, including any individualized education program (“IEP”) for that student. School districts and charter schools should cooperate in the transfer of records. Receipt of the records is critical to determining and providing the appropriate educational services for the students. Acclaim will implement these IEP requirements immediately and hold an IEP meeting to make any and all necessary changes to ensure the child is successful in the cyber environment.

Acclaim will follow all Federal and State Requirements as stated below:

- **A. Overview of Federal Disability Law**
The basis of these laws and regulation are the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and The Americans with Disabilities Act (ABA). The following is a general overview of these laws.

B. Federal and State Legal Requirements
Under IDEA, Section 504 and Pennsylvania statutes and regulation, all students with disabilities ages 3 through 21 have a right to receive a free appropriate public education (FAPE). These laws and regulations provide procedural safeguards regarding the identification, evaluation, placement, and education of students with disabilities.

C. Individuals with Disabilities Education Act (IDEA 04)
IDEA is a grant statute that authorizes funds to states and public school systems, such as the School District of Philadelphia (SDP), under certain conditions. To receive these funds, school systems must ensure they will comply with specific mandates regarding the education of students with disabilities. The OSS Procedural Manual contains information regarding how the SDP will carry out the mandates of IDEA.

IDEA, as reauthorized in 2004, applies only to students having specific disabilities that are identified in the Act. These disabilities are defined in Chapter III, Section VI. If a student, ages 3 through 21, is determined to have one or more of these disabilities and is determined to need special education to obtain some benefit from an education, the student is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Under both IDEA and Section 504, students with disabilities are entitled to a free education. "Free" means the provision of educational and related services without cost to the parent, except for those fees that are imposed on students without disabilities.

C. Section 504 of the Rehabilitation Act of 1973
Under Section 504 of the Rehabilitation Act of 1973, as amended:
No otherwise qualified individual with [disabilities] . . . shall, solely by reason of [disability], be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

D. Americans with Disabilities Act (ADA)
Students with disabilities are also protected under the ADA. The educational requirements under this Act, for students with disabilities, are not significantly different than under Section 504. However, any violation under Section 504 may also be a violation under the ADA, which has specific provisions for monetary damages.

E. What is the State Performance Plan?
The Individuals with Disabilities Education Improvement Act of 2004 requires every state to develop a State Performance Plan (SPP). Pennsylvania’s Part B SPP was submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP), in December 2005. The SPP describes how the state will improve educational outcomes for students with disabilities, ages 3-21, and comply with IDEA 2004. It is a six-year plan covering Federal Fiscal Years 2005-2010. Pennsylvania's SPP was developed with significant input from the State Special Education Advisory Panel and other stakeholders.
Acclaim will follow Chapter 14 – Special Education Services and Programs State Regulations.

(c) The applicant failed to demonstrate that it has allocated sufficient special education teacher and staff support resources to meet the needs of students with disabilities.

Acclaim has adjusted the budget to reflect additional monies allocated to support teacher and staff resources to meet the needs of students with disabilities.

(d) The applicant failed to provide sufficient information regarding parent training.

Acclaim will offer parent trainings on a monthly basis through a variety of resources including but not limited to guest speakers, lectures, hands on activities and local get togethers. We will assist parents with computer set up, progress monitoring, reading and math comprehension, state wide resources, motivating students, college application and readiness, drug and alcohol abuse, peer abuse and depression to name a few. Acclaim will also seek suggestions from parents about topics which they may need assistance. All parents will be given contact information for all staff members who interact with their student.

VIII. The Applicant failed to provide sufficient evidence of an English as a Second Language Program.

To rectify this deficiency in the Acclaim application we have created the following handbook:

   English as a Second Language (ESL) Program Description
   2014-2015
Table of Contents

I. Program Goals and Objectives

II. Identification of English Language Learner’s (ELLs)

III. Assessment of ELLs for Entrance, Progress, and Exit

IV. Instructional Program

V. Staffing

VI. Special Education

VII. Communication With Families

VIII. Resources
I. Program Goals and Objectives

- To develop both basic interpersonal communications skills and cognitive academic language proficiency
- To develop proficiency in the domains of speaking, listening, reading and writing the English Language
- To develop competence in intercultural interactions in both the social and academic setting
- To encourage participation in the full range of instructional activities in the regular education curriculum and in extra-curricular activities

Annual Measurable Achievement Objectives (AMAOs) are performance targets that are NCLB Title III. There are three categories of achievement objectives for limited English proficient (LEP) students:

1) Progress toward acquiring English language proficiency.
2) Attainment of English language proficiency.
3) Adequate yearly progress (AYP) as measured by local and state assessments.

II. Identification of English Language Learner’s (ELLs)

If the Home Language Survey (HLS) indicates a language other than English is spoken in the home, the ESL teacher is notified and reviews the student’s transcripts to determine degree of further assessment.

- If the transcript indicates all B’s or better in core curriculum subjects and scores of BASIC, or higher on the PSSA, or other equivalent standardized assessment, no further assessment is necessary
- If the transcript indicates a need for further assessment, the ESL coordinator or teacher will test the student using the grade appropriate W-APT Assessment.

Copies of the assessment will be placed in the student’s permanent file. If the assessment indicates a need for ESL instruction, a letter will be sent to parent informing them of their child’s placement in the ESL program.

III. Assessment of ELLs for Entrance, Progress, and Exit

A. Entrance Criteria

- Any language other than English on the HLS
- Grades 1 – 12 - scores of 4.5 or below on the WIDA-ACCESS Placement Test (W-APT) - indicator of need for ESL instructions
• Kindergarten - scores of 14 or below on the listening and speaking portion of the W-APT-indicator of need for ESL instruction

B. Measurement of Progress
• Quarterly review of Progress/Report Cards
• ESL & Classroom teacher collaboration
• Yearly review of WIDA ACCESS for ELL’s

C. Exit Criteria (as per PA Department of Education)
Exit Criteria for Pennsylvania’s English Language Instructional Programs for ELLs
The exit criteria provided below for English Language Learners (ELLs) represents valid and reliable evidence of a student’s English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below.

In addition, LEAs must ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:

1. Score of BASIC, or higher on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:
• For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.
• For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)

A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cut-off for program exit on the state determined date of the administration of the ACCESS for ELLs in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once during any school year.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>ACCESS Score</th>
<th>W-APT Scores*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>4.6-4.9</td>
<td>5.0 in each domain</td>
</tr>
<tr>
<td>6-8</td>
<td>4.7-4.9</td>
<td>5.0 in each domain</td>
</tr>
<tr>
<td>9-12</td>
<td>4.8-4.9</td>
<td>5.0 in each domain</td>
</tr>
</tbody>
</table>

* A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

B. A score of PROFICIENT on the reading section of the PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the state determined date of the administration of the ACCESS.
In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

**Additional Exit Criteria:**
1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

A requirement of NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students is to monitor transitioned (exited) students’ academic achievement and progress for two years after exit from an ESL/bilingual program. Specifically the law states:
Section 3121(a)(4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.
Monitoring of ELLs is required for two years after a student exits an ESL/bilingual program. Monitoring includes periodic review of grades, local assessments, required state assessments, and teacher observation.

**IV. Instructional Program**

ESL instruction takes place in the ESL classroom with English presented as the language of instruction in a language intensive setting. ESL students participate in the regular education content classes. Adaptations are made by the classroom teacher with the assistance of the ESL teacher. The ESL program includes planned instruction in the four domains of language; listening, speaking, reading, and writing at the individual student’s level of language acquisition. This includes both direct language instruction and adaptations to instruction/assessment in all content areas.

The CAN DO Descriptors, found in the PA ELPS, offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English Language Proficiency Standards. The characteristics within each box are target skills.

These descriptors can be used as a guide to develop appropriate assignments and assessments. English Language Learners (ELLs) are graded using the same grading system as all other students. In order to achieve academic standards, content area instruction is aligned with the corresponding standards and adapted to meet the needs of the students.

**V. Staffing**

Acclaim ESL teachers hold the certification required by the Pennsylvania Department of Education and are trained in second language acquisition, instructional methodology, and assessment techniques.
Professional development opportunities are provided by Acclaim for both ESL teachers and content teachers.

VI. Special Education

ELLs may be eligible for Special Education. The IEP team will consider the need for ESL instruction as they address all students’ needs. In determining students’ needs, the IEP team will consider both special education services and ESL instruction simultaneously, as appropriate.

VII. Communication with Families

According to federal regulations, districts are required to provide program information to parents in the parent’s preferred language or mode of communication. The Pennsylvania Department of Education provides communication with parents and students regarding general education and requirements via TransAct at www.transact.com.

ESL Parent Liaison Goals

1. Build relationships with local community partners and work collaboratively to provide resources to our second language families.

2. Provide leadership and training to the ESL Parent Advisory Team.

3. Offer free classes and workshops that will expand the acculturation skills of our second language families.

4. Offer classes or informational meetings that will help second language parents better understand the curriculum and support their student.

5. Offer informational meetings to help parents understand processes, procedures, protocols and programs across the district.

6. Offer second language families an interpreter at parent meetings, IEPs and other events.

IX. Resources

- United States Department of Education Office of Elementary and Secondary Education Office of Bilingual Educational and Minority Language Offices
- Teachers of English and Speakers of Other Languages (TESOL)
- Pennsylvania Department of Education
- Bureau of Curriculum & Academic Services LEP / Bilingual Educational Advisor
- Pennsylvania Training & Technical Assistance Network
- Intermediate Units across the state
IX. The applicant failed to demonstrate a necessary understanding of the applicable academic assessment and accountability programs and of the resources available to schools and students.

(a) The applicant failed to demonstrate a necessary understanding of school improvement programs and resources.

Acclaim will follow The Pennsylvania Department of Education’s requirements for school improvement. Our training will address the following topics using Getting Results:

- The phases of continuous improvement for planning year one
- Pre-populated data analysis training
- Instructions for the individual worksheets within Getting Results
- Action Planning
- Monitoring implementation of the plan
- Quality Review Criteria used to review plans

The Pennsylvania Department of Education offers assistance at various levels. Acclaim will provide training for Administrators on a continuing basis. We will create a school improvement committee upon receipt of our charter and review the available grants and other resources offered by the department. We will follow the support tiers as listed below:

![Foundation Assistance: Tier 1 Supports]

It is at this level of support where schools and districts can receive support and assistance for educational issues that are newly identified or even forecast so they can be addressed early, before negatively impacting student achievement. For example, schools identified as Making AYP may have a small subgroup of students facing an issue that could cause the school to not make AYP in several years as targets increase. They can access these foundational supports and services to correct the situation now with programs and practices that are proven to work.
Below is a summary of the various programs, initiatives and tools provided through PDE or one of its SSOS partners and available at the Foundation Assistance level to ALL schools and/or districts:

- **Getting Results! Framework for School Improvement Planning**: Getting Results! is a framework or template used by schools to develop school improvement plans. The tool currently takes schools through a three-step process in which school-based teams: collect data, analyze data and determine root cause and develop an action plan to implement for improvement. By using this framework schools are required to ask hard questions about their educational practices, their organization, their teaching staff, their instructional materials and more. The framework has been designed to ensure that Title I School Improvement and SWP requirements are all addressed, so a school can develop one, comprehensive plan.

- **School Improvement Plan Review and Continuous Improvement**: Schools in school improvement are required to develop and submit a school improvement plan that meets all state-level requirements as well as NCLB requirements. These plans are two year plans and must be implemented the year following identification for improvement. Schools receive support and assistance through
the IUs and PDE staff during the development of the plans and begin implementation in the fall of each school year. In the spring, implementation of the plans is reviewed and if adjustments are necessary, they are made at the end of the school year and implemented in the following school year. Changes in PSSA data will also inform this revision process and would need to be included in the following year plan and implementation as well.

- **Pennsylvania Value Added Assessment System (PVAAS):** PVAAS is a measure of growth/progress and is intended to serve as a complement to existing achievement measures. By measuring the academic achievement of students and the academic progress of students, schools and districts will have a more robust and comprehensive picture of their effectiveness in raising student achievement. Valued-added analysis offers an objective and more precise way to measure student progress and the value schools and districts add to students' educational experiences.

- **Voluntary Model Curriculum:** Model curriculum will be available in all content areas beginning with mathematics. Frameworks will be available that provide conceptual organizers promoting and supporting the consistent application of “Big Ideas” – those core concepts that are essential for students to understand, in order to truly achieve. Content will be available at three levels: anchors-based, standards-based and beyond standards-based, which offers a differentiated approach to instructional design and delivery to meet the needs of a diverse student population.

- **Assessment Anchors:** This tool helps teacher, schools and districts align curriculum, instruction and assessment practices to the PSSA and the state’s academic content standards. Because the standards are sometimes too broad and too numerous to be the basis for meaningful decisions about curriculum and instruction, PDE developed Assessment Anchors. These anchors focus on a set of core standards that can be measured by a large-scale assessment; provide clear descriptions of standards are measured by the PSSA; define grade-appropriate expectations for each grade level and content area assessed; support a spiral flow of content-specific curricula from year to year; define a manageable set of content knowledge and skills for students; and provide eligible content at each grade level.

- **Adopt-an Anchor Program:** This program is a process for designing and implementing a “reading and mathematics across the curriculum” program at the secondary level that is focused on delivering instruction targeted to the assessment anchors. The program is based on the assumption that secondary math and English teachers cannot carry the entire load for meeting AYP goals in math and reading. Nor should content area teachers be overloaded with responsibility for delivering reading and math instruction that distracts from their own content instruction. Content area teachers are encouraged to find specific reading and mathematics assessment anchors that fit naturally with their curriculum and assume responsibility for teaching those anchors within the context of their regular content curriculum.

- **Pennsylvania Inspired Leadership Program (PIL):** The PIL program is a statewide, standards-based leadership development and support system for school
leaders at all levels. The program is intended to build capacity among school leaders by focusing on what they need to know and do in order to guide and direct instructional improvement and improvements in student achievement. The program is based upon three core standards and six corollary standards, which form the basis for two different leadership programs: The Grow Program and The Support Program. The Grow Program is designed to address the three core leadership standards with principals and assistant principals with less than four years of experience. The curriculum and training is provided by certified National Institute for School Leadership (NISL) trainers. The Support Program is designed for experienced school district and intermediate unit administrators. The curriculum is based on the three core leadership standards as well as the six corollary standards. The curriculum and pedagogy is developed by the regional PIL sites. Eight regional PIL sites serve all school districts and intermediate units within the state.

- **Project 720 (High School Reform Model):** This program is a voluntary state grant program to create high schools that are student-centered, results-focused, data-informed and personalized in the delivery of services to students. All high schools participating in the program must sign on to a standardized high school reform agenda.

- **Classrooms for the Future:** Classrooms for the Future is about creating environments for deeper cognitive development through inquiry, real and relevant project-based learning, and differentiated instruction. Grant recipients will receive funding to purchase technology equipment, infrastructure, and support as delineated under Funding; however, the purposes of the *Classrooms for the Future* program are not to support technology acquisition but to foster 21st Century teaching and learning.

- **Dual Enrollment:** Dual enrollment allows students to take college courses and earn postsecondary credit while completing high school graduation requirements. State funds are provided to school districts to assist with the costs of providing these courses, with additional targeted funds available for low income districts.

- **Early College, Middle College and Gateway to College Programs:** As a subpart of the Dual Enrollment Program described above, this initiative will provide programs to support at-risk students who are not succeeding in their traditional high school environments and help them to finish high school and enter college. Participants will offer a more comprehensive set of postsecondary activities for students that allow them to graduate with a high-school diploma and substantial college credits, often by taking all of their courses on a college campus, thus re-engaging youth who might otherwise fail to pursue their academic aspirations.

- **Accountability Block Grant (ABG):** The Accountability Block Grant provides Pennsylvania school districts with financial assistance to implement effective educational practices and initiatives to improve student achievement in the core subject areas of math, literacy and science. Funds must be used by school districts to attain or maintain academic performance targets by establishing, maintaining or expanding one or more of 11 proven practices or programs such as full-day kindergarten, after school programs, pre-k programs and continuous professional development. In particular, the Block Grant can be used for
operating expenditures associated with allowable programs, including staffing; technical assistance; learning materials and resources; travel and partnerships.

- **Academy for Urban Teaching**: A State grant program targeting minority youth in urban inner-city schools with the intent of interesting them in taking up teaching as a profession after high school graduation. High school students may apply during their sophomore and junior years.

- **College and Career Counseling Grants**: State grant program to create a student-centered 8-12 career development system for preparing high school graduates for college and career success. Focus is on enabling school counselors and teaching staff to focus on the interactions between students and their school with the expressed purpose of reducing the effects of environmental and institutional barriers that impede student academic success. The goal is for students to realize the importance of their academic preparation in relation to career, thus making them increasingly motivated to learn, to complete advanced courses and to complete high school.

X. The Applicant failed to demonstrate the necessary financial support and planning.

(a) **The applicant failed to provide sufficient evidence of start-up funding and expenditures.**

Acclaim Cyber Charter School has built start up expenditures into the first year of their operating budget. This was included in the original application budget and has been supplemented in the revised budget.

Acclaim Cyber Charter School has a business services agreement with Charter Choices, Inc. This agreement calls for business services to be provided and billed for beginning on July 1, 2014 if the charter school opens in September of 2014. Charter Choices is providing initial support services prior to July 1, 2014 at no expense to Acclaim.

Acclaim Cyber Charter School will be able to begin billing school districts for enrolled students in July and August of 2014. This revenue may be supplemented by a line of credit. The anticipated interest expense has been included in the revised budget.

(b) (c) (f) The revised budget has been adjusted to reflect the student enrollment assumptions that were in the original application. The budget also includes additional allocations for travel, professional development, student activities, facility expense, and marketing.

(d) Acclaim has engaged Charter Choices, Inc. to provide business services to the charter school. Charter Choices applies a team approach to servicing clients. Charter Choices staff members have qualification’s that include Certified Public Accountants, Masters of Business Administration, 4 year degrees in area’s including Education, Accounting, and Business Management.

(e) (g) The Acclaim Cyber Charter School Board of Trustees will adopt an internal controls policy when the school receives a charter. A sample internal control policy is included with this submission.
Acclaim Cyber Charter School’s 5 year budget makes assumptions including consistent class sizes throughout the grade level’s served. Acclaim understands that the 5 year budget is a projection and will be modified as actual enrollment distribution may vary from grade to grade and from year to year.

XI. The applicant failed to provide evidence of sufficiently developed professional education plan and teacher induction plan.

(a) The applicant failed to provide evidence of a sufficiently developed professional education plan.

NCLB’s Highly Qualified Teacher Requirements
All public school teachers with primary responsibility for direct instruction in one or more of NCLB’s core content areas are required to demonstrate that they satisfy the definition of a “Highly Qualified Teacher.” This requirement includes:

• Elementary level (grades K – 6) teachers who teach all subjects to a particular grade;
• Middle and secondary-level (grades 7 – 12) core content area instructors;
• Special education teachers who provide direct instruction in one or more core content areas;
• English as a second language (ESL) teachers who provide direct instruction in one or more content areas; and
• Alternative education teachers who provide direct instruction in one or more core content areas.

Pennsylvania’s Definition of Highly Qualified Teacher
To satisfy the definition of a Highly Qualified Teacher, teachers must:

• Hold at least a bachelor’s degree;
• Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but NOT an emergency permit); and
• Demonstrate subject matter competency for the core content area they teach.
• In Pennsylvania, the NCLB core content areas include English, Reading/Language Arts, Mathematics, Sciences, Foreign Languages, Music and Art, and Social Studies (history, economics, geography, and civics and government).

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• In Pennsylvania, the NCLB core content areas include English, Reading/Language Arts, Mathematics, Sciences, Foreign Languages, Music and Art, and Social Studies (history, economics, geography, and civics and government).

Professional Education Plan

The professional Education Plan of Acclaim Cyber Charter School list goals and methods to meet the ACT 48 and certification requirements of the District’s professional staff.

GOALS
• To provide opportunities for Professional Development designed to prepare staff for the implementation of curriculum, instruction and assessment based on PA Standards, PA Core Standards and Assessment Anchors.
• To provide ongoing opportunities for Professional Development in the effective utilization of all technology as outlined in the District’s Technology Plan.
• To identify, design and implement programs to ensure a safe and responsible environment for learning.
• To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate the diverse needs of students.
• To provide opportunities for Professional Development in topics that will improve and promote professional responsibility and accountability.

The following list of professional education options that may be used to fulfill the six credits and/or 180 – hour requirements. The committee recognizes that professional education options need prior approval from the appropriate supervisor or administrator. Methods of delivery to meet these goals may include, but shall not be limited to the following:
• Collegiate studies
• Continuing professional education courses taken for credit
• Approved continuing education credits
• Curriculum development and other programs designed to deliver activities to departments or grade levels as determined by and/or approved by district administration
• Participation in professional conferences and workshops
• Education in the Workplace where the work is related to the professional educator’s area of assignment and is approved by the administration and board of directors
• Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the school board
• In-service programs that comply with the professional education criteria as presented in the Professional Education Plan Guidelines
• Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade
• Other continuing professional education courses, programs activities or learning experiences sponsored by the Department of Education, Intermediate Units throughout the state and Pennsylvania school entities
• Preparation of continuing professional education courses, in-service programs, or workshops for school districts, the Department of Education, professional conferences or Intermediate units. One hour of preparation will be counted for each hour taught.
• Any experience or course related to certification, general pedagogy, and the needs identified in the district’s plan
• Teachers, educational specialists, and administrators involvement in approved councils, programs, or learning experiences occurring on a regular basis throughout the school year
• Induction professional development activities acquired through a district or intermediate unit defined induction plan
• Mentor Activities
• Observations and visitations. Observations and visitations are defined as school entity-sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observations within the intermediate unit, visitations to other sites outside of the intermediate unit and business and industry collaboration
• Program/department meetings for a specific purpose (ex…planning and coordinating curriculum or sharing successful projects). These meetings may be scheduled during in-service days, the regular school day, and /or through release time
• Individualized projects/pilot programs which are defined as individually created projects designed to improve instruction and /or student achievement. The purpose, procedures, and time line to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and supervisor prior to beginning the project
• Parent involvement planning time for Title 1 or PTO programs and specialized training programs involving parents (or promotion of parental involvement) in their child’s educational process
• On-line courses
• Distance learning staff development
• Presentation by staff for the entire school entity
• State-sponsored/developed professional education courses, programs, activities or learning experiences
• Training by textbook companies for the adoption of a program of study by district staff
• Training provided through grant participation
Potential providers, courses, programs and activities

The following list includes, but is not limited to approved providers for Acclaim Cyber Charter School. These providers meet the identified needs as stated in the plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by other local school districts
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Pennsylvania’s Intermediate Units
- Providers approved by the Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges including but not limited to:

  Penn State University, University of Pennsylvania, Temple University, Bloomsburg University, Millersville University, Kutztown University, East Stroudsburg University, Luzerne County Community College, Lehigh Carbon Community College, Indiana Wesleyan University, Shippensburg University, Bucknell University, Wilkes University, Widener University, Lehigh University, Marywood University, University of Scranton, Alvernia College, Cedar Crest College, Harrisburg Community College, McCann’s School of Business and others
- Community, County and State Agencies and Organizations including but not limited to:

  American Red Cross, American Heart Association, United Cerebral Palsy, DARE, Big Brothers/Big Sisters, Medical Centers and Hospitals across the Commonwealth, Literacy Council for Schuylkill County, Inc., Keystone State Reading Association, Pennsylvania Geographic Alliance, Pennsylvania Geographic Association,
- State and National Professional Organizations, including but not limited to:

  PSBA, NEA, PSEA, NASSP, NAESP, PASESP, NMSA, ASCD, PSLA, PSCA, NASA, IRA, SCRA,KSRA, PNA and other organizations offering CEU’s for nurses and teachers.
• Local, County and State Organizations who meet qualifications as outlined in the guidelines, including but not limited to the Schuylkill County Council of the Arts, Historical Societies, local clubs and organizations.
• Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to on-line training and courses, distance learning workshops, webinars, national consultants, and experts in the areas which have been identified.
• ASSET, Inc. – College credit and intense training for district participants in the i3 Grant.
• Any and all providers who meet the requirements set forth in Guidelines and who are approved by the Continuing Professional Education Committee or a designated subcommittee.

Plans for professional education activities must meet district goals and must include: objectives, a listing of the actions to be taken, timelines for completion, person(s) responsible for implementing the plan and evaluation procedures.

(b) The applicant failed to provide evidence of a sufficiently developed teacher induction plan.

Please see Addendum E for the updated Teacher Induction.
ADDENDUMS

ADDENDUM A:

Acclaim Cyber Charter School  
Course Catalog  
2014- 2015 School Year
Mission:
The mission of Acclaim Cyber Charter School is to provide our students success in learning through a technology rich and diverse education in a safe, online environment. Acclaim will provide students with the tools necessary to be productive, motivated, and self-disciplined members of society.

Vision Statement:
We believe each student can learn, has individual creativity, and holds great potential. We assist our students in achieving their goals through a research-based curriculum in order to create real-world problem solvers. We hope that all of our students will excel in everything they do in their continued education and employment.

The School Day:
Students at Acclaim will attend live class session for all core content subjects every day. Those class sessions will be 45 minutes in length. Elective courses will hold live class sessions twice a week for 45 minutes in length, as well. Students will also be expected to spend approximately 30 minutes per class per day completing assignments, readings, and homework. Students must attend 75% of their live class sessions each day to be counted as present for attendance. Attendance will be monitored on a daily basis.

Community Culture:
Students will have the opportunity to meet at various social gathering throughout the school year. All students will have a homeroom session each week. Homerooms will be geographically based. Students will be grouped within 30 miles of each other, broken into grades 1-3, 4-6, 7-9, and 10-12. We will hold assemblies at the beginning of each month to discuss the calendar and upcoming events. We will hold monthly movie nights at local libraries and monthly skating parties. Students will have the opportunity to make event suggestions. Monthly field trips will be planned across the state so all students have the opportunity to attend. The field trip list is located at the back of the course catalog.

Course Pacing:
Elementary Offerings:
All students enrolled in grades 1-6 at Acclaim Cyber Charter School will complete the following each year.
- Reading/Language Arts
- Math
- Science
- History
- Art
- Music
- PE
- Computer Literacy

Middle School Courses:
7th Grade:
- English 7
- Math 7
- Science 7
World History
Health, PE, Art 7, Music 7, Technology 7

8th Grade:
   English 8
   Pre-Algebra
   U.S. History
   Science 8
   Health, PE, Art 8, Music 8, Technology 8

High School Courses:
9th Grade: 6 credits
   Literary Analysis and Composition I
   Algebra I
   Geography
   Physical Science
   PE and Health

10th Grade: 12 credits
   Literary Analysis and Composition II
   Geometry
   U. S. History
   Biology
   PE and Health

11th Grade: 18 credits
   American Literature
   Algebra II
   World History
   Earth and Space Science

12th Grade: 23 credits
   British Literature
   Pre-Calculus
   Chemistry
   Modern World Studies

Students will have their choice of electives each year to fill out their schedule.

Students enrolled at Acclaim can anticipate completing:
4 credits of English
4 credits of Math
3 credits of History/Social Studies
4 credits of Science
2 credits of Foreign Language
4 credits of Electives
2 credits of PE/Health
Graduation Project

*PDE requires 21 credits for graduation. Students will be individually assessed based on grade of entrance into Acclaim.

High School Academic Departments (alphabetically listed)
Art
Art History - Art History This online course will cover the history of visual art from its start in the caves of France to mid-evil times.

Portraits- this course will focus on drawing self-portraits. Students will learn several techniques including charcoal and pencil with emphasis on likeness, value and composition.

Fine Art- Students will gain an understanding of the importance of art in our lives. The basic elements and principles of design are stressed. Students will be given the opportunity to explore the use of various materials including pencil, charcoal, crayon, pen and ink, markers, pastels, watercolor, tempera, and more.

Digital Art 1- is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression, and creative problem-solving through the creation of commercial, interactive, and fine art

Digital Art 2- This course is a beginning study in Digital Photography. The class is structured around projects emphasizing photographic elements. It will introduce the student to the principles of contemporary media as a verbal and visual means of communication in today’s society.

Drivers Education

Drivers Education- students aged 16 or older are eligible to enroll in the online driving course. This online program is safe, effective and affordable. This interactive course blends reading, flash animation and video with study questions. Practice permit tests are available once the student passes the final exam.

English Core:

Literary Analysis and Composition 1 - This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. They read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches, sharpening the close reading and critical analysis of classic works of literature and helping them appreciate the texts and the contexts in which the works were written. Students broaden their composition skills by examining model essays in various genres by student and published writers. They hone their writing skills through in-depth planning, organizing, drafting, revising, proofreading, and feedback. They build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students’ ability to decipher the meanings of new words.

Literary Analysis and Composition 2- In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned. Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Students analyze model essays, focusing on ideas and content, structure and organization, style, word choice, and tone. They plan, organize, and revise their essays in response to feedback. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Students strengthen their
vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

**American Literature** - In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum. Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature. They continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. They plan, organize, and revise their essays in response to feedback.

**British Literature** - Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing. Students also practice test-taking skills for standardized assessments in critical reading and writing.

**English Electives**

**All About Shakespeare** - An in-depth look at a small piece of the wide body of literature written by the world's most famous author, William Shakespeare. Students will be introduced to some of Shakespeare's works through a variety of media. Students will be expected to read selections, complete accompanying coursework, view supplemental videos and will have the opportunity to participate in virtual lectures on each selection. This course is offered as an elective and upon successful completion, students will earn .5 credits.

**Holocaust Literature** - This course focuses on the literature of the Holocaust. We will begin by reviewing a brief overview of the history of the Holocaust and of the Nazi ideology that made it possible. These works will be drawn from survivor literature and memoirs, fictional and poetic responses, and one or two critical readings.

**Southern Gothic Literature** - The Southern Gothic movement in literature brings the atmosphere and sensibilities of the Gothic, a genre originating in late 18th century England, to the American South. As early Gothic writers used the genre in part to criticize what they saw as the moral blindness of the medieval era, so Southern Gothic writers deal with their own past through Gothic tropes.

**Creative Writing** - This course is specifically designed for students who have an avid interest in expressing themselves through prose and poetry. A review of the basic literary forms and styles serves as an introduction to the various units of composition, criticism, poetry, drama, and short story. Emphasis is placed on the ability of the student to work independently in a "workshop" atmosphere.

**Journalism** - Frontier students will learn the ins and outs of journalism through the production of the school newspaper, On the Frontier. Students will learn interviewing techniques, proper
publishing etiquette, style and format and layout using various technical publishing programs. The newspaper will be published electronically every month and sent out to both the student body and the families of our students. The school paper will also hold a special place on the public school website.

**Mythology** - By reviewing examples from classical Greek myths and those from other cultures, the student will study the history of myth. The student will also describe the functions of myth in human society and its importance to the individual.

**Ethnic American Literature** - Ethnic American Literature is world literature course that helps students gain a fuller understanding of the past as they read classic and contemporary literature, complete writing assignments, and study what literature can reveal about ethnic issues and ideas in prose and poetry. The class will also focus on writing, reading, and thinking skills that are a part of any English class.

**Literary Ogres** - Together we will explore the dynamics of horror in various disciplines and cultures, ancient to contemporary. What does a particular culture label as "monstrous" and why? What makes a successful monster in a given culture at a given time? What exactly have certain authors captured (or unleashed)? Towards answering such questions, we are exploring myth, literature, pop culture, vampires, werewolves, the Frankenstein monster, mummies, etc.

**SAT Prep** – Students will prepare for the math, reading, and writing portions of the SAT by learning tips and tricks for successful test taking. Students will complete 2 full practice tests along with numerous practice questions in each subject area.

**Foreign Language**

**American Sign Language** - This course is designed to teach students the concepts of Sign Language. Students will learn to sign the basics along with words and phrases.

**Chinese 1** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of China including holidays, food, music, art, and customs. Prerequisites: none

**Chinese 2** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Chinese 1. Students will also learn about the different cultures of China including holidays, food, music, art, and customs.

**French 1** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of French-speaking countries including holidays, food, music, art, and customs.

**French 2** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in French 1. Students will also learn about the different cultures of French-speaking countries including holidays, food, music, art, and customs. Prerequisites: French 2

**French 3** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in French 2. Students will also learn about the different cultures of French-speaking countries including holidays, food, music, art, and customs. Prerequisites: French 2
**HTML Language** - This course is designed to teach students the language of the world of technology. This language is used to create web pages. Students will have a general knowledge of HTML rules and concepts.

**Spanish 1** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of Spanish-speaking countries including holidays, food, music, art, and customs.

**Spanish 2** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Spanish 1. Students will also learn about the different cultures of China including holidays, food, music, art, and customs.

**Spanish 3** - Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Spanish 2. Students will also learn about the different cultures of Spanish-speaking countries including holidays, food, music, art, and customs.

**The History of Spain** - In this course, students will learn about the history of different Spanish-speaking countries. These countries include Spain, Mexico, Dominican Republic, Puerto Rico, and more.

**Spanish Literature** - This course is designed to introduce students to the literature of Spanish authors. These authors include Julia Alvarez, Miguel de Cervantes, Isabel Allende, Pablo Neruda, and Gabriel García Márquez. Students will read works by these authors and complete projects and writing assignments based on these works of literature.

**Health and Physical Education**

**Sports History** - This course examines the place sports hold in American life since the mid-nineteenth century. Focuses on sports as a reflection of our social, political, and economic make-up and its ability to effect and shape our institutions. Particular attention will be given to social class, race and ethnicity, gender, community, technology, and commercialization and the media.

**Physical Education** - This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

**Health Skills** - The Health Education Course is designed to enhance the awareness and knowledge of healthy lifestyle choices. The six adolescent risk behaviors (tobacco use, dietary patterns that contribute to disease, sedentary lifestyles, sexual behaviors, alcohol and drug use, and behaviors that result in intentional and unintentional injury) will be addressed while advocating for the students to make healthy choices for their overall health. We will also cover mental and emotional health, nutrition.

**Knock em’ Down Physical Education** – In this course, students will explore the fun and physically challenging game of bowling. In this course students will learn all of the techniques, stances, and game rules to successfully play the game of bowling.

**Mathematics Core**

**Algebra 1** - In this course, students will review computations with rational numbers (positive and negative fractions, positive and negative decimals, whole numbers, and integers) and algebraic properties. The students will investigate and explore new topics including solving two-step
equations and inequalities, graphing linear equations, simplifying algebraic expressions, factoring, solving systems of equations, and using matrices.

**Algebra 2**—In this course, students will review how to solve linear equations, inequalities, and systems of linear equations. They will investigate and explore new concepts including quadratic equations and inequalities, conics, polynomials, and matrix applications. Students will also investigate exponential and logarithmic functions.

**Geometry**—This course will focus on the key geometric topics from an algebraic perspective. Topics include basics of geometry, two and three dimensional shapes, congruence, similarity, transformations, polygons and area, surface area and volume, right triangles and trigonometry, and circles.

**Pre-Calc/trigonometry**—Pre-calculus is a prerequisite to Calculus. Upon successful completion of this course, you will be fully prepared for Calculus. In this course, you will study probability, statistics, series and sequences, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, vectors, rectangular and polar coordinates, matrices and determinants. Students will be expected to complete all required assignments that accompany each topic and are strongly encouraged to participate in weekly live classes. This is a one-year course where students who receive a passing grade will earn 1 credit.

**Mathematics Electives**

**Personal Finance**—This course will take you on a journey to financial freedom. We will explore money as relates to career, budgets, saving, investing, spending, and credit. Enjoy the Ride!!

**Carpenter Math**—This course explores the function of geometry in construction. In particular, students will learn about basic geometry concepts such as points, lines, and planes, parallel and perpendicular lines, and angles, and explore how they are used in building technology.

**Probability and Statistics**—An introductory course designed to promote the understanding of basic statistical concepts. Topics to be studied include Probability and statistics are the mathematics used to understand chance and to collect, organize, describe, and analyze numerical data.

**Music**

**The Jazz Age**—This course explores the evolution of jazz from its early roots to the present. Students will study the musical elements of jazz styles within the cultural context of the times.

**Online Beginner Guitar Lessons**—This eighteen week course is designed for the beginner guitar student looking to learn the basics of music notation, chords, picking and strumming technique. The selections will be chosen from various sources in order to promote the best learning environment.

**Music Appreciation** A—This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

**Science**
**Physical Science** - Students will explore the relationship between matter and energy by investigating the structure and properties of matter, the structure of atoms, the periodic table, chemical reactions, force and motion, work and energy, heat and temperature, waves, sound and light, and electricity. Students develop skills in measuring, solving problems, using laboratory apparatuses, and adhering to experimental procedures. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended co-requisite: Algebra I

**Biology** - This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts including: Cell Biology, Genetics, Evolution, Ecology, Classification, Diversity, Plants, Invertebrates, Vertebrates, and Human Biology. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended prerequisites: Physical Science

**Earth and Space Science** - This course introduces students to the study of the Earth and solar system. Students will explore the composition of the Earth, the history of the Earth, and how the Earth is constantly changing. Students will learn about plate tectonics and the causes of major geologic events, weathering and erosion, the atmosphere, weather and climate, the ocean, and space, with an in depth look into the sun, planets, minor solar bodies, and the universe. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities.

**Anatomy and Physiology** - This course is the study of human anatomy and physiology. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended prerequisites: Biology and Chemistry

**A Climate for Change** - The year is 2020. Climate change has been ignored. Cities are underwater. People are starving. Nations brace for war. Species are dying. And you’ve got to solve the crisis. The fate of the world is in your hands

**Zoology** - This course will survey the biology and classification of invertebrate and vertebrate animals. Life systems and support systems will be covered. Comparative physiology, development, behavioral and anatomical studies will be stressed, as well as culturing and animal care. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended prerequisites: Biology

**Oceanography** - Oceanography is the science of the ocean. In this course, you will get to know the ocean world - its origins, structure, chemistry, circulation, and movement (waves and tides). You will explore the various communities that exist in this massive ecosystem, as well as how humans affect the sea and how the sea affects humans. Students will explore these concepts through textbook readings, online instruction, videos, assignments, laboratories and field study investigations. Recommended prerequisites: Biology

**Environmental Science** - Environmental Science will challenge you to think about your role in the environment. You will explore how your beliefs, attitudes, and behaviors affect the environment, as well as learn how scientists are working to solve the numerous environmental problems we face today. This course provides an overview of the nature of ecosystems, energy
flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Students will explore these concepts through textbook readings, online instruction, videos, assignments, and field study investigations.

**Physics** - This course is a standards-based study of fundamental physics concepts which include motion and vectors, forces and the laws of motion, work and energy, momentum and collisions, circular motion and gravitation, fluid mechanics, heat, thermodynamics, vibrations and waves, sound, light and reflection, refraction, electric forces and fields, electrical energy and current, circuits, and magnetism. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities.

Recommended pre-requisites: Physical Science, Chemistry, Algebra II or Pre-Calculus

**Chemistry** - This course is a standards-based study of fundamental chemical concepts where students are introduced to the study of the physical world by examining: Matter and Change, Atoms, The Periodic Table, Chemical Bonding, Chemical Equations and Reactions, Stoichiometry, States of Matter, Gases, Solutions, Ions and Ionic Compounds, Acids and Bases, Chemical Equilibrium, Reaction Rates, Oxidation-Reduction Reactions, Electrochemistry, Carbon and Organic Compounds, and Biological Chemistry. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Physical science, Biology, Algebra I

**History**

**U.S. History** - US History covers life events and historical figures that have shaped America. Colorful photographs, illustrations, maps and time lines enhance the learning of American history. Weekly lessons include a comprehensive review complete with enrich activities. Students complete a quiz a day and one lesson test per week.

**Geography** - This course covers both physical and cultural geography. Students learn various methods for defining place on the Earth’s surface. Students also investigate types of ecosystems and biomes. Various methods of how the Earth can be changed and modified naturally are then discussed, with students learning about earthquakes, volcanoes, tsunamis, and erosion. Finally, economic systems are covered as well as political systems of government. The course emphasizes student application of core standards with information that is happening in real time.

**Modern World Studies** - This course in modern studies covers: changing landscapes, Gilded Age, urban nation; reform movements, Imperialism, World War I, the Roaring 20s, Great Depression, World War II; Cold War, Eisenhower years, Civil Rights Movement, emerging pop culture of rock and roll, modern presidency.

**World History** - This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange.

**History Electives**

**Macroeconomics** - This Macroeconomics course is aimed at giving students a thorough understanding of how the principles of economics apply to the whole economic system. This course will enable the student to integrate economic concepts into their everyday experiences.
Criminology - This course is designed to give students a basic understanding of criminal law and criminal procedure. Students learn the origins of specific areas in criminal law and how it is currently defined by state and federal statute. The remainder of the course includes an examination of the criminal courts and the procedures used in a criminal trial.

Child Psychology - Students examine the causes of behavioral and emotional problems in young children. They study examples of children who demonstrate unusual emotional, intellectual, educational or physical development and formulate their own research hypotheses. Treatment methods and parenting styles that positively influence troubled children are covered as well.

Anthropology - Anthropology is "the science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind." We will study many different groups of people from the aboriginal tribes of Australia and the Indians of North America to the culture of today's inner cities of America. We will learn why cultures are different and how they are similar.

Psychology - This course will focus on developmental (life span) psychology, personality development, and application of theories to everyday life. Students will explore issues pertaining to mental health, as well as the causes and treatments of mental disorders. Students will gain a better understanding of their behavior, knowledge about how psychologists study human and animal behavior, and practical applications for enriching their lives.

Middle Eastern History - This course examines Middle Eastern history from the great kingdoms of the pre-Islamic past to the troubling events of recent years, with a concentration upon the formation of the modern Middle East. The course will analyze recurrent themes, examine key problems in Middle Eastern history, investigate a wide variety of primary sources, and discuss critical issues that led to the creation of the modern Middle East.

U.S. and Global Economics - Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.

Technology

Grand Designs with Google Sketchup - Beginning with a quick introduction to Google Sketchup and leading into a large project involving the design and promotion of a new housing estate - includes modelling, graphics and presentation skills, with possible additions including data handling and even sequencing.

Audio Engineering - In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Image Design and Editing - This is the perfect course for anyone who wants to create compelling, professional looking graphic designs and photos. Students learn the basics of composition, color, and layout before moving on to technical topics like working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have a variety of original projects for their graphic design portfolio.
**Web Design** - This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

**Computer Literacy** - Today’s students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through hands-on projects.

**Game Design** - This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it’s on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

**Computer Science** - This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

**Engineering and CAD** - Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on introductory-level course.

**Marketing** – Students find out what it takes to market a product or service in today’s fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

**Entrepreneurship** - In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.
Field Trips

September:
   PPG Aquarium and various animal parks
October:
   Natural History Museums
November:
   Art Museums
December:
   Ice skating at various rinks across the state
January:
   Tubing/Skiing at various locations
February:
   Observatories across the state

March, April and May are testing months. Testing sessions will be set-up across the state. Students will have the opportunity to meet and mingle at testing sites. Testing site will be set-up with-in a 30 minute drive of each other. We will use various sites across the state including, but not limited to:
   Public libraries
   Community Colleges
   Community Centers
   Hotel Meeting Rooms
   Convention Centers

The school year will end with prom for the juniors and seniors, followed by graduation ceremony open to everyone.

ADDENDUM B

See Attached budget PDF

ADDENDUM C

Business & Finance Policies & Procedures

OBJECTIVES

1. Purpose

1.1 The board of Trustees recognizes it responsibility to the taxpayers of the Commonwealth to be sure that public funds expended by the
School is utilized for the furtherance of pupil education in a manner that will ensure full value to the taxpayers, and that adequate constraints and records are established to ensure that end.

2. Authority

2.1 The CEO, in conjunction with the Business Office and finance committee, has the authority and Responsibility to prepare the budget. The Board of Trustees has the authority and responsibility to approve the budget and pass upon each expenditure of the School.

3. Responsibility

3.1 To meet the goals of this policy, the board of Trustees requires the CEO, in conjunction with the Business Office and finance committee, to establish sound accounting procedures based upon State and Federal recommended accounting procedures to institute effective business practices and recommend suitable accounting equipment, where necessary.

101. BUDGET PLANNING

1. Purpose

1.1 The budget shall be designed to reflect the School’s objectives for the education of the students. Therefore, it must be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. This necessitates a continuous review of the financial of Schools programs.

102. BUDGET PREPARATION

1. Purpose

1.1 The Board of Trustees considers the preparation of an annual budget to be one of its most important responsibilities because the budget is the financial reflection of the education plan for the School. The budget shall be designed to carry out that plan in a thorough and efficient manner and to maintain the facilities and honor the obligations of the School.

2. Authority
2.1 The budget should be studied by each member of the Board of Trustees during its preparation but, once adopted; it deserves the support of all members of the Board regardless of their position when adoption was voted.

103. BUDGET HEARING

1. Purpose

1.1 It is the policy of the Board of Trustees that the annual budget proposal, once formulated, represents the position of the Board and all reasonable means shall be employed by the board to present and explain that proposed budget to all members of the community.

2. Authority

2.1 Each member of the Board of Trustees and each administrator shall be thoroughly familiar with and understand the need for each proposed expenditure so that they can answer any question directed to them.

104. BUDGET ADOPTION

1. Purpose

1.1 By law it is the duty of the Board of Trustees to adopt an annual budget.

2. Authority

2.1 The Board of Trustees shall, by June 30th, adopt by majority vote of all its members adopt and operating budget setting forth the proposed expenditures of the Board during the next fiscal year and the estimated receipts of the Board during the next fiscal year including approximate estimates of proposed revenues and all other receipts. The total amount of proposed expenditures shall not exceed the amount of funds available for School purposes. This action shall be done by a majority vote prior. A role call vote shall be taken.

105. BUDGETARY AMENDMENTS

1. Purpose
1.1 It is the policy of the Board of Trustees that the annual budget may be amended periodically throughout the school year as circumstances, funding levels and needs change.

2. Authority

2.1 The Board shall have the power to amend the budget to authorize the transfer of any unencumbered balance or portion thereof from one appropriation to another.

2. Responsibility

3.1 The Business Office, in conjunction with the CEO and finance committee, shall present a resolution with a detailed listing of proposed budget adjustments for approval. The resolution shall specify the source of funds for each amendment.

106. BUDGETARY CONTROL

1. Purpose

1.1 It is the purpose of this policy to establish a system of control over the adopted budget to assure that funds are available for approved programs and that the School remains financially sound.

2. Authority

2.1 Expenditures may exceed the adopted total budgeted expenditures.

3. Responsibility

3.1 The Business Office shall ascertain that funds are available in the appropriate budget line.

107. FINANCIAL REPORTING

1. Purpose

1.1 It is the purpose of this policy to establish financial reporting requirements to the Board.

2. Responsibilities

2.1 The Business Office shall, as soon as is practicable after the end of each fiscal year, submit to the Board an annual financial statement for the School for the past
Such statement shall include itemized data with respect to all assets of the School, outstanding indebtedness, if any, and such other information relating to the finances of the School as the Board may deem necessary or proper.

2.1 On a monthly basis, the Business Office shall prepare a monthly financial report including:
- Balance Sheet
- Statement of Revenues, Expenditures and Budget Comparison
- Listing of Accounts Payable and Accounts Receivable

110. BANKING

1. Purpose

1.1 The Board of Trustees shall designate one or more banks and trust companies as depository for the safeguarding of school funds by a majority vote of the entire Board of Trustees.

2. Authority

2.1 Each Designated depository shall furnish proper collateral for each deposit in the amount designated by the Board of Trustees and in accordance with law.

2.2.1 Each designated depository shall be advised not to cash checks payable to the School but to deposit said checks to the School accounts.
2.2.2 The Board President, Board Treasurer, CEO and additional staff as approved by the Board shall be an authorized signer on all accounts.
2.2.3 The Operating and Payroll Accounts shall carry two signatures.
2.2.4 The Student Activity, Special Revenue and Petty Cash Accounts shall carry two signatures.
2.2.5 The School Shall, if needed, maintain the following bank accounts:
- Operating Account- is the school’s main account to be used for general deposits and disbursements
- Payroll- is to be used for payroll disbursements
- Savings- is to be used to maximize interest on idle funds
- Student Activity- is a school-based account to be used for student clubs and activities
- Special Revenue- Is a school-based account to be used for class trips, collections and the associated disbursements.
- Imprest- is a school-based account to be used for emergencies, incidentals and supplies costing less than $2,000
3. Responsibilities

3.1 All deposits (cash and checks) shall be made intact without any deductions.
3.2 All deposits shall be made to the operating bank account except for student clubs/activities and class trips which shall be deposited to the student activity and special revenue bank accounts respectively.
3.3 Checks shall be drawn following the procedures outlined in Section 130 of this policy.

111. INVESTMENTS

1. Purpose

1.1 The School shall optimize its return through investment of its unencumbered cash balances in such a way as to minimize no-invested balances and maximize return on investments.

2. Authority

2.1 All investments of the board of Trustees by an officer or employees of this School shall be in accordance with state law and the following policy.

4. Responsibility

3.1 Funds of the school may be invested in U.S. Treasury Securities or placed in time accounts or share accounts of institutions insured by F.D.I.C. to the extent such certificates are insured by a proper bond in accordance with law and board policy.

3.2 Investment of School funds may be made in the sole discretion of the board of Trustees when operation within applicable statutes, provided that no commitment of this Board may be put in default at time due but be paid properly and promptly.

3.3 A funds of the board may be withdrawn from approved public depositories or negotiable instruments owned by the School may be sold before maturity at the sole discretion of the Board acting within the law.

3.4 All Securities shall be purchased in the name of the Charter School.

120. PURCHASES
1. Purpose

1.1 It is the policy of the Board of Trustees that when funds are available all purchases contemplated within the current budget and not subject to bid be made in a manner that ensures the best interests of the Charter School.

2. Authority

2.1 No employee or board member has authority to make purchase commitments, enter into contracts for materials, supplies, or services, or otherwise take any action that may be construed as financially binding to the school, except through the approved process as described herein. Segmenting or breaking apart a purchased to reduce the purchase price with the intention of circumventing quote or approval thresholds is prohibited.

3 Responsibility

3.1 All purchases for non professional services, materials, supplies and equipment that are within budgetary limits and were originally contemplated within the budget may be made upon authorization of the CEO. If not, prior approval is required from the board of Trustees.

3.2 All purchases for professional services, materials, supplies and equipment that are within budgetary limits and were originally contemplated within the budget may be made upon authorization of the CEO. If not, prior approval is required from the Board of Trustees

3.3 All purchase requests must be referred to the Business Office who shall check as to whether the proposed purchase is subject to quote, whether sufficient funds exist in the budget, and whether the material might already be available

121. PURCHASE SUBJECT TO QUITE & BID

1. Purpose

1.1 It is the policy of the Board of Trustees to obtain competitive bid for construction services where such bids are required by law.

1.2 It is the policy of the Board of Trustees to obtain competitive quotes for products and services where such quotes may be believed to bring about a cost saving to the school
2. **Responsibility**

2.1 The CEO, in conjunction with the Business Office and finance committee shall obtain competitive bid where such bids are required by law.

2.2 Bid/Quote specifications shall be prepared by the Business Office. Bid/quote specifications shall provide for alternates wherever possible.

2.3 The controller shall combine like items of supply and material whenever it is feasible, and permissible under statute, and not split purchased to avoid requirements for quoting or bidding.

2.4 The Board of Trustees recognizes that emergencies may occur when imminent danger exists to persons, property or the continuance of existing school classes is threatened, and time for bidding or quoting cannot provide because of the need for immediate action.

2.5 Whenever a contractor shall submit bid for the performance of work and the contractor late claims a mistake, error or omission in preparing said bid, the contractor shall, before the bids are open, make known the fact and in such case the bid shall be returned opened and the contractor shall lose the right to bid.

3. **Guidelines**

3.1 Purchase request shall be submitted on and approved requisition form. Upon the placement of a purchase order, the controller shall encumber the expenditure against a specific budget line item to guard against the creation of liabilities in excess of appropriations. Detailed purchasing procedures shall be found in 123.

122. **DISQUALIFICATION, SUSPENSION OR DEBARMENT OF BIDDERS**

1. **Purpose**

2.1 This policy sets forth standards to determine what bidders are not responsible and procedures to disqualify or suspenders debar non-responsible bidders from contracting or subcontracting with the school. It applies to all contracts which (insert) Charter School is required by now to award to the lowest responsible bidder.

2. **Policy**

2.1 Charter School shall solicit or accept bids from and shall award contracts to or consent to subcontracting only with responsible bidders. Bidders, contractors, or affiliates may be disqualified, suspended or debarred as no responsible to protect Charter School and the publics interest in accordance with the standards and procedures adopted by the School and any other applicable law.
3. **Authority.**
3.1 Charter School adopts this policy and procedure under its powers to make rules and regulations to manage school affairs and competitive bidding provision of the Public School Code, 24 Pa 5-510.7-75(a), 8-807.1(1985 Supp.)

4. **Responsibility**

4.1 The CEO is generally responsible to implement and enforce this policy and may designate subordinate officers or employees to perform any functions provided for in this policy.

5. **Definitions**

5.1 “Adequate evidence” means evidence sufficient to support a reasonable belief in the truth of the fact or conclusion it is offered to support and does not require proof in accordance with technical rules of evidence.

5.2 “affiliates” means persons having an overt or covert relationship such that any one of them directly or indirectly controls or have the power to control another.

5.3 “Bidders” means any person responding to an invitation for bids or otherwise seeking to contract with the Charter School or with its contractors.

5.4 “Contractor” means any person independent of the Charter School who does or seeks to do business with the School pursuant to mutual agreement and includes persons who subcontract with Charter School.

5.5 “Conviction” means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, including a plea of nolle contendere.

5.6 “Debarment” means exclusion as a contractor from award of any particular contract with Charter School; a contractor so excluded is “debarred”.

5.7 “Disqualification” means exclusion as a contractor from award of any particular contract with Charter School; a contractor so excluded is “disqualified”.

5.8 “Indictment” means a formal accusation of a criminal offense and includes any information or other filing by a competent authority charging a criminal offense.

5.9 “Legal proceedings” means any civil or criminal judicial proceeding, including appeals.

5.10 “Person” means an individual, company, firm, association, corporation, partnership, or other legal entity.

5.11 “public prosecutor” means an official having legal authority in any jurisdiction to file or to prosecute indictment.
5.12 “Suspension” means exclusion as a contractor for an indefinite time determined by some stated future occurrence; a contractor so excluded is “suspended”.

5. Department

6.1 Cause for Debarment-The School may debar a bidder or contractor or affiliate for any one or more of the following causes:

6.1.1 Conviction of or civil judgment for:

6.1.1.1 Fraud or crime in connection with obtaining, attempting to obtain or performing a public contract or subcontract;

6.1.1.2 Violation of any law showing a lack of business or personal integrity or honesty, including but not limited to, bribery, embezzlement, extortion, forgery, falsification or destruction of records, false statements, theft or receiving stolen property;

6.1.1.3 Violation of any federal or state antitrust laws;

6.1.1.4 Violation of any law governing labor or employment, including wages and hours, child labor, or discrimination;

6.1.1.5 Violation of any election or campaign finance laws.

6.1.2 Unsatisfactory performance or failure to perform in accordance with the terms of one or more contracts with any person, provided that such acts or failure to act occurred within a reasonable period of time before or during Charter School’s decision.

6.1.3 Providing false or misleading information as part of any prequalification statement, bid or contract, including but not limited to financial statements, fair employment forms, or product descriptions;

6.1.4 Unauthorized payments, gifts or other valuable consideration to any person having any official duties, direct, direct or indirect, in connection with bidding, awarding or performing Charter School contracts.
6.1.5 Debarment from contracting by any other federal or state governmental body: or
6.1.6 Any other lawful reason.

6.2 Period of Debarment

6.2.1 Debarment shall be imposed for a specified time not to exceed three years unless reasons for longer period are stated in the notice of debarment.
6.2.2 Charter School may extend debarment for an additional specified period at any time before a debarment expires upon adequate evidence in addition to that which supported the original debarment in accordance with the procedure for debarment.
6.2.3 Charter School may reduce the period of debarment upon the bidder’s or contractor’s written request supported by adequate evidence of good cause, such as:

   6.2.3.1 Reversal of the conviction or judgment upon which the debarment was based without a new trial within a reasonable time;
   6.2.3.2 Bona fide change in ownership or management of the bidder or contractor; or
   6.2.3.3 Elimination of other causes for which debarment was opposed.

6.3 Procedure for Debarment

6.3.1 The CEO shall begin debarment proceedings by giving notice of intent to debar to the bidder or contractor and any specified affiliates by certified mail, return receipt requested, stating:
6.3.2 The intent to debar for a specified period;

6.3.3 The causes for debarment with a summary of information on which the findings of causes are based; and
6.3.4 The debarment is effective immediately and the decision will become final within twenty(20) days unless the bidder or contractor or affiliate submits a written response within that time opposing the debarment, including information raising a genuine dispute as to the facts on which it is based or to the application of this policy.
6.3.5 If a bidder or contractor timely opposes debarment, the CEO who issued the notice of debarment shall promptly refer the notice of debarment and the bidder, contractor’s or affiliate’s response to a hearing Officer, who shall:

6.3.5.1 Schedule an informal hearing within fifteen (15) days, with written notice to the parties, at which (insert) Charter School and the bidder, contractor or affiliate may present evidence on issues raised by the notice of debarment and the response thereto:
6.3.5.2 Issue a written decision within fifteen (15) days of the hearing with sustaining or over-ruling the debarment and stating (I) a summary of the evidence presented, (ii) conclusions applying this policy to the facts, serving this decision on the bidder, contractor or affiliated by certified mail, return receipt requested.

6.3.5.3 The Hearing Officer’s decision shall be final

7. Suspension

7.1 Cause for Suspension
7.1.1 (insert) Charter School may suspend a bidder, contractor or affiliate for any one or more of the following causes:
7.1.1.1 Indictment for any crimes covered in Section 6.A(1) or
7.1.1.2 Committing irregularities (a) of a serious nature in business dealing with (insert) Charter school or (b) seriously reflecting on the propriety of further business dealings with (insert) Charter School.

7.2 Period of Suspension
7.2.1 Suspension shall be imposed for a period pending the outcome of criminal proceedings or the completion of an investigation and such legal proceedings as may ensue.

7.3 Procedure for Suspension
7.3.1 The CEO shall begin suspension proceedings by giving notice of intent to suspend to the bidder or contractor and any specified affiliates by certified mail, return receipt requested, stating:

7.3.1.1 The intent to suspend and the period;
7.3.1.2 The causes for suspension with a summary of the information on which the findings of causes are based; and
7.3.1.3 The suspension is effective immediately and the decision will become final within twenty (20) days unless the bidder,
contractor, or affiliate submits a written response within that time opposing the suspension the suspension, including information raising a genuine dispute as the facts on which it is based or to the application to this policy.

7.3.1.4 If a bidder, contractor or affiliate timely opposes suspension, the CEO who issued the notice of suspension shall promptly refer the notice of suspension and the bidder’s or contractor’s or affiliate’s response to a Hearing Officer who shall:

7.3.1.5 Schedule an informal hearing within fifteen(15) days, with written notice to the parties, at which (insert) Charter School and the bidder, contractor, or affiliate may present evidence on issues raised by the notice of suspension and the response thereto:

7.3.1.6 Issue a written decision within (15) days of the hearing, either sustaining or over-ruling the suspension, and stating(i) a summary of the evidence presented, (ii) finding of fact based on adequate evidence and(iii) conclusions applying this policy to the facts, serving this decision on the bidder or contractor by certified mail return receipt

7.3.2 The Hearing Officer’s decision shall be final.

8 Disqualification

8.1 Cause for Disqualification

8.1.1 A Bidder or contractor may be disqualified with respect to any particular bid or contract award for any one or more of the following causes:

8.1.1.1 Any cause set forth in section 6.A or 7.A of this policy;
8.1.1.2 Inadequate financial resources to perform the contract;
8.1.1.3 Inadequate experience, organization, or technical resources to perform the contract;
8.1.1.4 Any other facts or circumstances showing a reasonable likelihood of inability to perform the contract.
8.1.1.5 Discrimination in the bidder’s or contractor’s employments or business practices on the basis of race, color’s or national origin.

8.1.2 Period of Disqualification
9.1.2.1 Disqualification may be imposed for any particular bid or contract award and applies only to the bid or contract award.

9 Responsibility for Agents

9.1 Bidders, contractors, and affiliates are deemed responsible for the acts of persons acting for or on their behalf, such that:

9.1.1 The fraudulent, criminal or other improper conduct of any officer, director, shareholder, partner, employee or other associate may be imputed to the bidder, contractor or affiliate when the conduct occurred in connection with the individual’s performance of duties for or on behalf of the bidder, contractor or affiliate, or with his/her knowledge, approval or acquiescence. Acceptance of the benefits derived from such conduct shall be evidence of such knowledge, approval or acquiescence:

9.1.2 The fraudulent, criminal or other improper conduct of bidder, contractor or affiliate may be imputed to any officer, director shareholder, partner, employee, or other associate who participated in, knew of or had reason to know of the conduct; and

9.13 The fraudulent, criminal or other improper conduct of one bidder, contractor of affiliate participating in a joint venture or similar arrangement may be imputed to other participating bidders, contractors, or affiliates if the conduct occurred for or on behalf of the joint venture or similar arrangement or with the knowledge, approval or acquiescence of other participants. Acceptance of the benefits derived from the conduct shall be evidence of such knowledge, approval or acquiescence.

10. Effect on Executor Contracts

10.1.1 The School may continue in effect any contracts with debarred or suspended persons which have not been fully performed at the time of debarment or suspension in accordance with their terms.

10.1.2 The School shall not renew or extend contracts with debarred or suspended persons unless the CEO or designee states in writing to the Board of Trustees the compelling reasons for renewal or extension.

11. Restrictions on Subcontracting

11.1.1 When a debarred or suspended contractor is proposed as subcontractor for any subcontract subject to (insert) Charter School approval, the
School shall not approve such subcontractor unless the CEO or a designee states in writing the compelling reasons for such approval.

12. **Contract Not Requiring competitive Bidding**

12.1.1 (insert) charter School may exclude any debarred or suspended person from consideration for any contract award not requiring competitive bidding.

13. **Records**

13.1.1 The hearing officer shall maintain records of all persons debarred, suspended, or disqualified for the purpose of enforcing this policy.

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123 **PURCHASE ORDER AND REQUISITION PROCESSING**

1. **Purpose**

   1.1 It is the policy of the Board of Trustees that all purchases contemplated shall follow an approval process in order establish appropriate internal controls and safeguard school assets.

2. **Authority**

   2.1 All requests for acquisition of goods and services shall be initiated through the use of a Purchase Requisition Form. The Purchase Requisition Form shall be submitted to the appropriate Coordinator/supervisor who will review the request for propriety and appropriateness to the school program.

   2.2 The authorized Purchase Requisition Form will be transmitted to the School Fiscal Office for processing and quote, if required under guidelines set forth in Section 121 of this policy. after processing, a Purchase Order form will be prepared and transmitted to the CEO or his designee for approval.

   2.3 Upon the CEO’s approval, the Purchase order will be submitted to the Controller for budgetary review. The Controller will sign the Purchase Order Form and release it to the vendor.

130. **PAYMENT OF CLAIMS**
1. **Purpose**

1.1 It is the purpose of the Board of Trustees to effect the prompt payment of invoices but, at the same time, to ensure that due care has been taken in the review of such invoices.

2. **Authority**

2.1 Each invoice or obligation of the School must be fully itemized and verified by the Controller before a check can be drawn for its payment.

2.2 **Delegation of Responsibility**

2.2.1 It shall be the responsibility of the Controller upon receipt of an invoice to verify that the purchase invoice is in order, the goods were received in acceptable condition or services were satisfactorily rendered, funds are available to cover the payment, the item is in a classification for which the Board budgeted, and the invoice is for the amount contracted.

2.2.2 Upon the approval of an order, the School Controller shall prepare a check for payment and cancel the commitment placed against the appropriate account.

3. **Accounts Payable Processing**

3.1.1 Upon receipt of the materials or equipment, school personnel shall verify that the items and the quantity of items are correct. The packing slip shall be initiated along with the date and item. The packing slip shall be forwarded to the School Fiscal Office.

3.1.2 Upon receipt of services, the receiving department shall prepare a check request form, which shall be signed by the Coordinator or Department head.

3.1.3 In the case of materials or equipment, the School Fiscal Office shall match the Purchase Order, packing slip and vendor invoice. In the case of services, the School Fiscal Office shall match the vendor invoice, check request and contract.

3.1.4 The School Fiscal Office shall prepare a Transmittal Form; the form and Voucher document Package shall be presented to the CEO for reviews and signature.

3.1.5 The authorized Transmittal form and document package shall be presented to the controller for review, processing and check preparation.

3.1.6 The controller shall sign the check and forward the check and voucher document package to the CEO for approval.

3.1.7 After approval, the CEO shall forward the check and voucher document package to an authorized board member for signature.
131 PAYROLL AUTHORIZATION

1. Authority
   1.1. Employment of all permanent, temporary, and part-time charter school personnel must be approved by the Board of Trustees. Authorization to pay follows there from.

2. Delegation of Responsibility
   2.1. Actions by the board to employ or re-employ on a contractual basis (i.e., for a fixed period of time) shall include the name of the individual, the position title, the salary to be paid over the term of the contract, and the period of employment.

2.2 Action by the Board to employ temporary or part-time personnel (i.e., by the hour or day) shall include the name of the individual, the position title, and the rate of pay.

2.3 All employees must sign-in and sign-out in order to meet wage and hour requirements.

2.4 Salary or wages may be withheld by the Controller for unapproved time off in accordance with board policy.

3. Upon approval by the Board, the school office shall prepare personnel Action Form which shall be signed by the CEO.

3.1 Upon approval by the Board, the school office shall prepare a personnel action form which shall be signed by the CEO.

3.2 Each Employee shall complete a New hire Personnel Form Package with the following documents:

- Form W-4
- Form I-9
- Certification & College Transcripts
- Child Abuse Check
- Criminal Background Check
- Direct Deposit Authorization
- Medical/Dental Insurance Application
- Pension Fund Application

Incomplete packages shall not be processed. Employees may not commence employment until the New Hire Personnel Form Package is complete.

3.3 The signed Personnel action form and the New Hire Personnel form package shall be forwarded to the controller for budgetary review and entry into the payroll accounting system.
3.4 On a bi-weekly basis, the School Fiscal Office shall prepare a summary of time worked including time for sick, vacation, and personal leave in a formal prescribed by the controller. This information shall be approved by the CEO and submitted to the controller for payroll processing.

3.5 Employees absent from work due to illness, personal leave or vacation shall prepare a leave request form which shall be presented to their immediate supervisor and CEO for approval.

3.6 Failure of an employee to sign in or out will delay employee payment. An employee with repeated infractions will be subject disciplinary action.

3.7 The Controller shall prepare payments to employees based upon payroll summary information submitted by the CAE.

3.8 Payments shall be electronically transmitted on a Bi-weekly schedule to the employee’s bank account. A voucher shall be supplied to employee on payday Friday.

132. EMPLOYEE TRAVEL EXPENSE REIMBURSEMENT REGULATIONS

1. Purpose

1.1 To establish the policies and procedures governing the reimbursement of travel and other reasonable and proper expenses incurred by employees in the performance of official and necessary School business.

2. Authorization and Approval of Travel

2.1 The CEO is responsible for authorizing travel on necessary and essential School business and subsequent approval of incurred expenditures. The intent of reimbursement is to defray those expenses the employee should not ordinarily have incurred had the employee not been travel status.

2.2 Expenditures for out of town travel require the approval of the CEO in advance of such travel. Expenditures for out of town travel of the CEO and Principal require the approval of the Board of Trustees.

2.3 Expenditures in excess of the limitation established in these procedures will be approved only if fully documented and a review of the circumstances indicates that such expenditures were necessary and in the best interest of the School. Approval of the CEO is required.

2.4 Conference participation in any one conference will be limited to a number such that there shall be substitute teacher coverage during the period of conference attendance.

2.5 Employees may obtain an out of town travel advance by completing the prescribed form and listing all proposed expenses for the trip or conference. After review and approval by the CEO, the Controller shall issue an advance equal to
805 of the proposed cost. This advance shall be reconciled within 10 days of the return in accordance procedures for reimbursement detailed in section 3 below.

3. Reimbursements

3.1 Employees will be reimbursed for approved expenditures within the policies and limitations established herein. Employee Expense Reimbursement will be requested on a form to be provided by the school travel. Receipts for transportation, hotel accommodations, taxi fares, tolls, etc, must be obtained and attached to the form.

3.2 All request for reimbursement of travel expenses are subject to review by the Board treasurer to determine the official nature of the expenditure and the propriety and reasonableness of the chargers. Expenditures not deemed necessary or reasonable will not be reimbursed.

3.3 Reimbursable Expenses

- **By Automobile**
  The shortest distance to the destination should generally be taken. Exceptions may be made when expressways or other highways are more convenient or require less time. Records must be kept of the distances between stops so than entries on the Reimbursement form will be accurate. In listing trips, indicate the start destination (school/location) of each trip and the miles covered. Show the total reimbursable miles covered for the day in the prescribed block, rounding the total to the nearest mile. A mileage reimbursement rate equal to the amount allowed by the internal Revenue Service. Parking fees are reimbursable when parking at commercial parking areas is necessary. Parking fees are not reimbursable with respect to the regular or normal work location.

Mileage reimbursement will not be granted for the first stop of each workday or for the trip home from the last work location of the day. These two trips are equivalent to going to work and returning home after work each day and are not reimbursable. Mileage after the first stop through the last official stop of the day is reimbursable.

- **Travel via public transportation:**
  Generally, the least expensive mode of travel should be used. Enter the total fares for the day in the amount column on the reimbursement form. The
cost of travel to and from home and an employee’s school or office is not an allowable expense.

- **Meals While in Travel Status**
  Meal allowance will be made for travel of over four(4) hours. All meals while on travel status are reimbursable, without documentation, at the following rates (taxes and tips included):
  - **Meal allowances**
    - Breakfast $6.00
    - Luncheon 12.00
    - Dinner 18.00

  Meals that are part of an official function, conventions, etc. will be reimburse in the amount actually expended and should not be included in the meal allowance. A receipt must accompany the reimbursement request for such meals. Meals that are included in the registration fee should not be included in the request for meal allowance.

- **Other Expenses:**
  - Telephone cost in the conduct of official business are reimbursable.
  - Valet expenses (dry cleaning, laundering) and other such personal expenses are not reimbursable.
  - Reasonable tips for carrying luggage at place of lodging will be allowed.
  - Use of a rental car is not reimbursable unless it can be shown that it was essential in the conduct of the official business and/or in the best interests of the Scholl. Approval for use of a rental car must be in advance of travel.

3.4 Upon conclusion of travel, and within ten(10) business days, a reimbursement request form must be completed and signed by the CEO. Additional requests for travel will be denied to an employee who has not submitted in a timely fashion.

3.5 When an official period of travel is preceded or followed by an approved employee vacation or other non-workday, only such expenses that are an integral part of the official travel may be charged. Transportation costs will be reimbursed up to the approved value of the roundtrip cost to and from the point of destination of the official travel.

133. **CREDIT CARDS**

1 **Purpose**
1.1 The Board recognizes the need to provide appropriate controls over credit card use, reconciliation and documentation

3. Authority

2.1 All Credit card usage shall be for the benefit of Charter School

2.2 Purchases are limited to low value office and building maintenance supplies
2.3 Personal purchases are strictly prohibited

3. Responsibilities

3.1 On a monthly basis, the cardholder will prepare a credit reconciliation on the form prescribed by the controller. The form will list each item/service purchased, date, purpose and cost. The receipt will be attached to the form. This form shall be signed by the cardholder and the CEO. The approved form will be submitted to the controller for processing.
3.2 Cardholders are personally responsible for misuse and subject to disciplinary action.

134. EMPLOYEE EXPENSE REIMBURSEMENT

1. Purpose
   1.1 The board recognizes the need to periodically reimburse employees for small supply purchases.

2. Authority
   2.1 Purchases for which an employee expects to be reimbursed require the prior approval of an administrator.

3. Responsibilities
   3.1 The employee shall prepare an Expense Reimbursement Form listing the item purchased, dated, purpose and cost. The receipt will be attached to the form. This form shall be signed by the employee and the CEO. The approved form will be submitted to the Controller for processing.

141. PROPERTY INSURANCE

1. Purpose
   1.1 The board recognizes its responsibility under law to insure the real or personal property of this school, and has adopted this policy to ensure for Actual Cost value and Replacement Cost.

2. Authority
2.1 The Board has the authority and responsibility to provide adequate insurance coverage to protect the school’s interest in its buildings and properties. Such coverage shall be in accordance with the following guidelines.

2.2 Basic Fire coverage shall include damage as a result of fire and lightning, windstorm and hail, explosion, sonic boom, vandalism and malicious mischief, riot and civil commotion, direct aircraft and vehicle damage, smoke debris removal and sprinkler leakage.

2.3 Board Perils Coverage shall include, in addition to the above, damage as a result of falling objects, weight of ice, snow and sleet, collapse of building, freezing of pipes, water damage, sprinkler leakage, glass breakage (limited to $50.00 per place $250.00 occurrence), theft of part of building, and debris removal.

2.4 All Risk Coverage shall include, in addition to the above all risk of direct physical damage of loss, debris removal and boiler and machinery insurance.

2.5 In placing insurance the Board shall be guided by service of the insurance agent, scope of coverage provided by policy, and price of desired coverage.

142 OTHER INSURANCE

1. Purpose

1.1 Proper school operation requires that adequate basic insurance programs be provided for the protection of the school and employees of the school.

2. Authority

2.1 The board has the authority and responsibility to provide adequate insurance coverage to protect the school’s interests. Such coverage shall be in accordance with the following guidelines:

- Liability Insurance for the school shall include coverage for liability as a result of general liability, acts of employees, corporal punishment, disputes with contractors, landlord and tenant difficulties, problems concerning garage helpers, and errors and omissions of Board Members and administrators.

- Travel Accident Insurance shall include coverage for Board Members while in Performance of their duties.
• Health care Insurance shall include coverage for hospital care for administrators and regularly employed persons, and major medical expenses for administrators and regularly employed persons.

• Group Life Insurance shall include coverage for administrators and regularly employed persons.

• In placing insurance, the Board shall be guided by the service of the insurance agent and carrier, scope of coverage provided by policy and price of desired coverage.

142. BONDING

1. Purpose

1.1 Prudent trusteedship of the resources of this school dictates that employees responsible for the safe keeping of school funds be bonded. Enumeration and valuations of such bonds shall be determined annually.

2. Authority

2.1 The school shall be indemnified against loss of money by bonding of employees holding the following positions:

• Treasurer
• CEO
• Principal
• Controller

2.2 All other employees shall be covered under a blanket bond in the amount of $250,000.00.

2.3 The School shall Bear the cost of bonding each employee required to be bonded by this policy or by statute.

150 CHARTER SCHOOL AUDIT—PUBLIC

The board of Trustees recognizes the importance of the right of the public to have access to the public records of the School. This includes public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the School’s independent auditor and the audit conducted by the Commonwealth’s auditor general’s office.

The Board also recognizes its obligation to represent the best interests of all of its constituents. Therefore, the Board will make the results of both the School’s audit and the auditor general’s audit available to the public at (insert) Charter School.
The Board of Trustees Believes that these audits provide adequate safeguard for the public interest.

160 SCHOOL PROPERTY RECORDS

1. Purpose

1.1 In order to ensure accountability for the prudent use of public funds, the Board of Trustees directs that a property accounting and inventory system be established and maintained for all real and personal property as defined herein.

- Real property shall consist of all land and buildings acquired by (insert) Charter School on the course of its operations.
- Personal property shall consist of vehicles, furniture and equipment items with a purchase price in excess of $1,500.00
- Consumable supplies and materials, including books and computer software shall be accounted for through the use of stock record and bin card system or its equivalent.
- The school shall maintain a listing of all computers.

2. Delegation of Authority

2.1 The Controller shall be responsible for the design and implementation of a real and personal property inventory control system. Such inventories shall be maintained on a current basis and shall be verified by annual physical inventories.

2.2 The Controller shall be responsible for the design and implementation of a stock record and bin card system or its equivalent for all consumable supplies and materials including books and computer software. Inventory balances shall be verified by periodic, unannounced physical inventories of stock items.

2.3 This delegation carries with it the delegation of whatever authority is necessary for the successful implementation of an effective inventory control system.
171. IMPREST FUND

1. Purpose

1.1 An Imprest Fund shall be established for small incidental purchases. Disbursements are restricted to low value supplies, books, other instructional materials and refreshments for meetings.

2. Authority

2.1 The Board of Trustees authorized the establishment of an imprest fund in the care of the CEO or other administrators charged with the responsibility for the management.

3. Delegation of Responsibility

3.1 The Controller shall provide an imprest bank account with an advance of $5,000.00.

3.2 The CEO shall insure the petty cash funds are spent only for designated purposes for which the fund was established, no single purchase for petty cash exceeds $500.00, each request for fund is made in writing on prescribed forms with any confirming papers attached and signed by the requestor and funds are not used to circumvent the regular purchasing procedure.

3.3 All disbursements will be made by check.

3.4 The school fiscal office shall prepare a monthly reconciliation and replenishment request on a monthly basis. This reconciliation and replenishment request shall be approved by the CEO and forwarded to the Controller for review and reimbursement.

172. SPECIAL PURPOSE FUNDS

1. Purpose

1.1 It is the purpose of this policy to establish financial supervision and controls the administration of the various activities that involve Special Purpose Funds.

2. Authority

2.1 Students body funds are not part of charter school funds but shall be supervised by the CEO and the CEO shall countersign all checks drawn upon them.

3. Responsibilities
3.1 Funds collected shall be turned in to the School Fiscal Office before the end of each school day to be safeguard until they are deposited intact, without deduction within 24 hours. The staff person presenting the cash shall receive a receipt.

3.2 Records shall be maintained of the receipt and disbursement of all such funds in designated accounts according to the activity involved.

3.3 Disbursements from such funds shall be made by check only upon the request of the authorized advisor and the school fiscal office.

3.4 All checks shall be signed by the CEO or his/her designee.

3.5 All funds should be of an exchange nature and large balances should not be permitted to accumulate. Money should not be raised or collected unless there is a definite purpose for doing so.

3.6 No funds shall be expended without the approval of the faculty advisor of the organization, a student representative of the organization and the CEO.

3.7 A financial report of the condition of each Special Purpose Fund organization shall be submitted to a Board of Trustees, quarterly.

ADDENDUM D – LEASE and OWNERSHIP INFORMATION

ADDENDUM E- UPDATED INDUCTION PLAN
ACCLAIM CYBER CHARTER SCHOOL
Teacher Induction Program
Authority

Chapter 49, Title 22 of the Pennsylvania Code, Section 49.16, mandates that each school district develop an induction program for first-year teachers. The Bureau of Teacher Preparation and Certification, PDE, will require evidence of completion of an induction year prior to the issuance of the Instructional II Permanent Certification of Professional Personnel. The induction program for Acclaim Cyber Charter School has been developed to comply with the guidelines established by the Pennsylvania Department of Education. It is, however, anticipated that this plan will be modified periodically as recommended by its evaluation process.

Acclaim Cyber Charter School
Induction Plan Advisory Council

The Acclaim Cyber Charter School Induction Plan Advisory Council was selected through a cooperative effort between staff and administration. The committee is presently made up of representatives consisting of teachers, specialists, and administrators.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Insert Teacher Name</td>
<td>CEO/Principal</td>
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<tr>
<td>Insert Teacher Name</td>
<td>History</td>
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<tr>
<td>Insert Teacher Name</td>
<td>English</td>
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<td>Insert Teacher Name</td>
<td>Science</td>
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<tr>
<td>Insert Teacher Name</td>
<td>Math</td>
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Purpose
The Acclaim Cyber Charter School believes the classroom teacher is one of the most important elements of any successful education program. It also recognizes that teachers new to the school have special needs that must be met to ensure professional competence. All new teachers will be required to participate in a year-long induction program which will consist of virtual and live workshops which address the following:

- The history, vision and mission of Acclaim Cyber Charter School (Acclaim)
- The unique aspects of Acclaim
- Professional expectations for all employees
- Utilizing the technology to maximize student success
- Effectively communicating with parents and students
- Differentiating Instruction
- Ensuring IEP compliance

At the end of the year, teachers who have successfully completed the induction will be awarded 45 hours of Professional Development (ACT 48) and will receive a certificate indicating their successful completion.

**PROFESSIONAL DEVELOPMENT**

Teachers will attend workshops and conferences that support their content and regular professional development. Teachers will have on-going collaborative sessions in which they will share strategies and methodologies.

Administrators and teachers will be expected to attend professional conferences, workshops, in-services and college course work when appropriate. Presentations by those attending workshops, etc., will be made to the faculty. Presenting at conferences and workshops will be encouraged as teachers expand professional horizons. The school will support best practices development. A board of teacher review will be established to review teacher performance per quarter utilizing a performance management system. Supports will be put in place to help teachers if there is a need.

Teachers and administration will develop a lesson plan format which will include lesson objectives, lesson activities, student expectations, subject integration, and technology integration. All lesson plans, assignments, activities and assessments will be made available for a curriculum supervisor to ensure that they are rigorous, aligned to the content standards as well as meeting the guidelines and expectations of the school. These will be put online.

Teacher observation, both formally and informally, will also take place. Immediate, formal and informal feedback will be provided to all teachers. There is also ongoing professional development provided by both Pearson and Acclaim staff which will address effectively utilizing the web portal and delivering meaningful instruction via the web.
EVALUATING AND SELECTING INDUCTION AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Using local assessments and other indicators of student performance, professional development and induction activities will be designed with the express purpose of positively impacting student achievement. Also, some professional development and induction activities will be designed to address more teacher related issues, such as creating small learning communities, developing tuning protocols, team teaching and push-in methods to enhance the learning experience of special education students. These activities will be evaluated at the end of every session by providing teachers with an anonymous survey which will need to be completed and submitted. The results will help determine the efficacy of said sessions and will help improve sessions in the future. All professional development sessions will count towards ACT 48.

Goals and Objectives
1. Enhance teaching performance, student achievement and a 100% graduation rate
2. Develop effective classroom techniques and procedures in line with strategic planning and student outcome goals.
3. Promote the personal and professional well-being of beginning teachers with the assistance of the Act 48 plan.
   • Transmit the culture of the school to teachers new to Acclaim Cyber Charter School.
   • Build a knowledge base of essential school resources, policies, procedures and the Acclaim Cyber Charter School.
   • Foster professional relationships between the inductee and the induction team, administration, professional staff, support staff, school directors, students and community.

Inductee Outcomes
- Speak and act with respect to students, families, and colleagues
- Hold students and families to high academic and behavioral standards and expectations
- Collaborate with members of their own teaching team and other school colleagues to increase individual student success
- Demonstrate an understanding of the ACCLAIM mission and vision
- Demonstrate an understanding of the ACCLAIM model of education, policies and procedures (i.e. employee handbook, student/parent handbook plus internal procedures for example, progress reports)
- Clearly identify the proper order of supervision, guidance, and authority of the leadership and administrative teams within the school
- Be familiar with the contents of the ACCLAIM charter
- Demonstrate an understanding the Pearson curriculum
- Be familiar with the Common Core/state standards and be able to draw parallels to the Pearson curriculum
- Successfully modify Pearson lessons to better meet the needs of student learning styles and needs
- Understand and be able to apply strategies and solutions to problems in virtual education that differ from brick and mortar problems and solutions
- Demonstrate an understanding of the key attributes of the student and family population they serve
- Provide help to families in creating an effective learning environment
- Professional manner (optimistic, truthful, etc.) is clearly observed through a teacher’s interaction with students, families, and colleagues through verbal and written forms of communication
- Practical knowledge of Progress Monitoring
- Provide meaningful feedback to students’ work samples on a consistent basis
- Use the results of Standardized Testing and benchmarking assessments to identify a student’s areas in need of improvement
- Learn and demonstrate ways to build a sense of community within their class
- Time Management/Balance/Organization
- Understand the relationship and partnership between the special education and the regular education teacher
- Understand the teacher’s role in RtII and diversification of instructional strategies
- Develop an understanding of the teacher’s role in Child Find and Special Education Processes
- Participate in an IEP meeting as required or requested
- Display sensitivity to confidentiality
- Develop an individualized study skills plan for students who display the need for such plan
- Demonstrate competency in the use of MS Word, Excel, Outlook, Haiku, and Blackboard Collaborate
- Demonstrate knowledge of the Common Core, State Standards and related items
- Demonstrate knowledge using current benchmarking and progress monitoring tools
- Demonstrate ways to actively engage students working in an on-line public school setting

**Characteristics of a Good Mentor**

- Veteran teacher having served an entire season at Acclaim
- Encourage the Inductee if they fail – There is a saying that the man who fails to make a mistake usually fails to make anything. We learn more from our mistakes than from our successes. When your Inductee is reluctant to take a course of action because they may not succeed, encourage them to take the course they believe best, regardless of the chance of failure
- Ability to gently and subtly guide, rather than control, others
- Empathy
- Cooperation and interdependence
- Willing to embrace change
- Sense of humor
- Willingness to grow from setbacks
- Consistent words and actions
- Model professionalism
- Hold a similar teaching position
- Located in close proximity to the beginning teacher
- Feel confident about teaching
- Participate in the school community
- Provide ongoing constructive feedback
- Assist in problem solving strategies

*It is important to note that both mentor and inductee have specific responsibilities in ensuring the success of the mentor, inductee, and induction program. These responsibilities are essential to establish strong professional relationships.*

<table>
<thead>
<tr>
<th>Induction Program Responsibilities</th>
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<tbody>
<tr>
<td>Mentor</td>
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<tr>
<td>• Facilitate a good start to the year</td>
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<tr>
<td>• Meet with the inductee regularly</td>
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<tr>
<td>• Model good instructional practices</td>
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<tr>
<td>• Observe the inductee</td>
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<tr>
<td>• Offer suggestions for improvement</td>
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<tr>
<td>• Provide professional and personal support</td>
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<tr>
<td>• Maintain a confidential relationship with the inductee</td>
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<tr>
<td>• Serve as a liaison</td>
</tr>
<tr>
<td>• Model strong parent communications</td>
</tr>
<tr>
<td>• Listen to the needs of the inductee</td>
</tr>
<tr>
<td>• Evaluate the mentoring process</td>
</tr>
<tr>
<td>• Complete the mentoring log</td>
</tr>
<tr>
<td>• Attend Mentor Training Meetings (virtual)</td>
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**Face to Face New Teacher Orientation** (led by Administration)

A. Welcome to Acclaim and Introduction to Administration
   1. Mission and Vision
   2. Overview of Strategic Plan
B. Computer set-up
   1. Outlook (e-mail, calendar, contacts)
   2. SharePoint
   3. Password list
C. Human Resources and Business Administration
   1. Teacher contract
   2. Employee benefits (with Admin staff)
   3. Expense policies and reporting
D. Evolve telephone training
   1. Basic set-up instructions
   2. Tutorial of uses
E. Communication Etiquette
   1. Communication with colleagues
   2. Communication with students and learning coaches
F. Our Team Approach to Serving Students
G. Evaluation Process Overview
H. Organizational Tips
I. SharePoint Tour
J. Mandated Reporting
   1. Presentation of responsibilities
   2. Sign agreement
K. Virtual National Teacher Training (VNTT)
   1. Overview of training
   2. Registration
L. Induction Program
   1. Responsibilities of mentee/mentor
   2. Timeline and Induction Plan
   3. Portfolio

Check List for Mentors in the Induction Program
The primary role of the mentor in the Induction Program is to support new ACCLAIM teachers through the transition into virtual education.
   o Commit to spend approximately one hour per week with Inductee
   o Initial Shadow Day- Mentor visits Inductee
• Observe student file organization
• Discuss Attendance Procedure
• Discuss Withdrawal Procedure
• Discuss lingering questions from initial orientation/training/PD
• Discuss students receiving services (SPED, Reading, Math, SES, etc.)
• Discuss how to balance your family and work
• Discuss face to face expectations (AIMS, PSSA, PD)
• Afterwards, reflect on the experience in the mentor journal
• Discuss submission of induction portfolio
• Program Overviews
  o Virtual Instruction Shadowing- Inductee shadows Mentor in virtual classroom
  o Second Shadow Day- Inductee visits Mentor
    • Schedule for approximately one month later after the first initial visit
    • Observe at least 1 online instructional Blackboard Collaborate sessions
    • Discuss any school issues or concerns
    • Discuss any issues identified by Inductee’s Lead Teacher or supervisor
  o Final Face-to-Face- (optional or as needed)
    • Schedule for approximately 6 months after second shadow day
    • Content and location of final face to face will be determined by Mentor
  o Weekly Calls (Content is described in Induction Program)
  o Monthly workshop/question answer session
  o Convey the teacher’s role in the RtII process
  o Convey the teacher’s role in Special Education Child Find
  o Convey the role of regular education and special education teachers when supporting a special education student.
  o Support Inductee in use of MSWord, Excel, Outlook, Blackboard Collaborate, SharePoint, and supplemental programs, etc.
  o Support Inductee in standardized testing procedures and PSSA preparation
  o Cover topics introduced by Inductee during weekly calls
  o Review Inductee’s portfolio and journal entries

**Topics for ACCLAIM Mentor Training**

• The specific responsibilities of the ACCLAIM Mentor
• Guidelines for Effective Mentoring
• Positive Communication Skills
• Maintaining and teaching work/life balance
• The value of Mentoring for both mentor and inductee
• The characteristics of a good mentor
• The characteristics of a good mentor/inductee relationship
Guidelines for Effective Practice

1. Share *helpful hints* based on own experiences.

2. Be flexible in responding to changing needs and concerns of the Inductee.

3. Maintain a positive, professional relationship.

4. Be a good listener.

5. Guide the Inductee toward using a problem-solving approach.

6. Accept some spontaneous interaction but also schedule definite times for structured conferencing.

7. Structure conferences with clear objectives and appropriate materials.

8. Maintain consistency between instructions to the Inductee and your own behaviors.

9. Familiarize the Inductee with a variety of teaching practices.

10. Think ahead and prevent problems rather than waiting to react to them.

11. Be clear, concrete, and specific in communicating with the Inductee, especially when giving feedback.

12. Explain the reasons behind decisions and suggestions given to the Inductee.

13. Spend some time thinking through the progress of the Inductee in order to plan future activities.

14. Be an active learner yourself.
Program Components

New Teacher Orientation
- Provides pertinent start-up information to a new hire (see Face to Face New Teacher Orientation)

Shadowing
- 1st experience takes place immediately after August Professional Development
- The preference is to assign the shadowing experience with the Mentor if this is not possible the inductee will be assigned a shadow teacher.

Self-Evaluation
- Self-Evaluation Form, Part 1 should be completed within the Inductees first week of hire. This is simply an opportunity for the Inductee to set goals for him/herself.
- Self-Evaluation Form, Part 2 should be completed at the end of the Inductees 10-Month Induction period.

Inductee Journal
- A record of ideas, experiences and reflections on topics that are specifically assigned. These topics correspond with the monthly theme or topic of study.
- Journal topic responses may be entered into a Word document.

Weekly Call
- Happens between Mentor and Inductee.
- Discuss issues of concern that the new teacher has
- During each call, there will be a list of set topics to review if needed.
- Discuss student and teacher goals

Monthly Workshop/ Question and Answer Session
- Each month the workshop offered (via Blackboard Collaborate) will have a focus topics geared toward the teacher’s job and an optional live Q/A Segment.
- Mentors will have separate workshops throughout the year

Observations
- Two other opportunities during the school year for the mentor and the inductee to meet for shadowing/observing
- The assigned Mentor or an assigned shadow teacher will meet

Portfolio/Program Evaluation
• An Induction Portfolio is a comprehensive collection of authentic assessment activities compiled to demonstrate and document participating teachers' attainment of each element of the Induction Program outcomes. Participating teachers will verify their completed portfolios with their mentors and/or supervisors at the end of their induction program as evidence of completion of all program requirements.

Induction Program Organizational Structure

**Induction Advisory Council:** The Acclaim Cyber Charter School Induction Advisory Council currently consists of the CEO, the Principal, three teachers and a member of Board.

**Induction Council:** The Induction Council is made up of the Principal and a minimum of two teachers.

**Acclaim Cyber Charter School Induction Team:** The Acclaim Cyber Charter School Induction Team currently consists of the CEO and the Principal. As teachers progress to Instructional II Certification, they will be asked to join the team. Finally, the team will consist of the CEO, the Principal, and at least one mentor teacher per inductee.

**Mentor Teacher:**
Qualifications:
- Has no fewer than three years of successful teaching experience.
- Holds an Instructional II Certificate.
- Should have relevant experience in the same teaching field/area as the inductee
- Should be an active member of the teaching profession.

Qualities:
- Shows a deep commitment to continuous learning and professional growth.
- Is an effective problem solver.
- Communicates effectively with peers, parents and students.
- Serves as a role model and has respect for colleagues.
- Shows ability to suspend judgment.
 Shows sensitivity to the concerns of beginning teachers.
 Able to build trusting relationships.
 Is enthusiastic and positive.
 Is supportive – “The mentor is a helper, not a supervisor”.
 Demonstrates flexibility.
 Has the knowledge to assist with curricular areas and instructional strategies.
 Willing to provide time to support the new teacher.

Individuals who agree to serve as a mentor and meet the specified qualifications will do so on a voluntary basis. During year one of our Induction program the mentors will be the CEO and the Principal. During year two those individuals who completed the program in year one will move up to serve as mentors under the guidance of the CEO and Principal.

Inductee:
Qualifications:
• The inductee shall be a newly hired employee. Employees hired at the beginning of the year will begin the Induction Process in August. The induction period will last one year.
• If the newly hired employee is an experienced teacher, the Induction Council will determine which aspects of the Induction Process are appropriate to the employee based on the teacher’s prior knowledge and experience.

Roles of Induction Team Members

Acclaim Cyber Charter School Advisory Council: The Acclaim Charter School Induction Advisory Council will develop and oversee long-term implementation of the school’s Induction Program to ensure that school and teacher needs are addressed and the school’s Induction Program is implemented consistently. The Acclaim Cyber Charter School Induction Advisory Council is also responsible for the development and execution of the teacher mentor training program prior to each school year.

Acclaim Cyber Charter School Induction Council: The role of the Induction Council is to monitor the implementation of the Teacher Induction Program, keep track of research pertinent to the Teacher Induction Program and gather information necessary to make recommendations for change to the Acclaim Cyber Charter School Induction Advisory Council on a yearly basis.

Principal: The Principal will oversee the implementation and coordination of the teacher induction program at the school level and will provide leadership for the induction program. He/she will do this by:
• Taking into consideration the needs of the inductee and the mentor teacher.
• Promoting a positive rapport between the inductee, the mentor teacher and other members of the faculty.
• Disseminating information regarding policies and procedures to the inductee.
• Providing school time for meetings between the inductee and mentor teacher.
• Attending teacher induction seminars and activities.
• Verifying completion of the Induction Process.
Completing tasks and activities designated by the Induction Program.
Participating in the evaluation of the Teacher Induction Program.
Providing training on the Code of Professional Practices and Conduct for Educators, prepared by the Pennsylvania Department of Education, during the August Induction Academy or at the time of employment of the teacher.
Collecting and keeping track of all forms.
 Recommending mentor teachers for employment to the Board of Directors.
Maintaining funding in the budget for Induction Program expenses.
Establishing a pool of mentor teachers each April for the following school year.
Issuing certificates to the CEO for signature: one for the personnel file and one for the teacher.
Establishing an Induction Advisory Council meeting in May to review induction procedures.

Teacher Mentor: The teacher mentor will work closely with the inductee. He/she will do this by:
I. Participating in training programs related to the Induction Program
II. Helping inductees identify their most immediate and pressing needs.
III. Meeting with inductee on a regular basis to provide feedback
IV. Completing tasks and activities designated by the Induction Program.
V. Promoting professionalism and involvement in appropriate professional organizations.
VI. Establishing a supportive, non-evaluative relationship.
VII. Participating in the annual evaluation of the Induction Program
VIII. Providing assistance with school policies and procedures.

Inductee: In order for the process to be a success, the inductee must also take an active role in the Induction Process. He/she will do this by:
❖ Meeting with the mentor teacher on a regular basis.
❖ Participating in induction workshops, seminars or classroom observation
❖ Completing tasks and activities designated by the Induction Program
❖ Cooperating with mentor teacher and other team members
❖ Participating in the annual evaluation of the Induction Program.

Evaluation of Induction Program

The Acclaim Cyber Charter School Induction Council shall conduct the evaluation of the Induction Program annually. The end-of-the-year evaluation must be completed and returned to the Acclaim Cyber Charter School Induction Advisory Council in May of each school year. Data collected via the evaluation process will be used to enhance the program for the next school year.

Maintenance of Records

Inductees, mentors, and the Principal and/or his or her designee, will maintain a log of conferences, meetings and other activities related to the Teacher Induction Program. Examples of record-keeping logs are included at the end of this document. Inductees, mentors
and the Principal, shall submit completed logs and a portfolio to the Induction Advisory Council in May of each school term. The CEO shall keep on file the names of those individuals who have completed the Induction Program and provide written verification to the inductee.

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**August**  
**Induction Program Activities**

**ACCS Activities**
- Pre-service
  - Induction Program Orientation, Code of Conduct, Technology Training  
  Classroom Preparation, Curriculum Overview, Instructional Strategies, Assessment, Initiatives, PSSA Expectations, NCLB

- Building Administration Activities
  - Meeting with Inductee and Teacher Mentors
    - Building Expectations and Procedures
    - Overview of ACCS Induction Activities

**Teacher Mentor Activities**
- Inductee/Teacher Mentor Training  
- Teacher/Mentor Work Sessions  
- Classroom and Instruction Preparation

**Inductee Activities**
- Pre-service Academy  
- Work Sessions with Teacher Mentors  
- Classroom and Instruction Preparation  
- Submit lesson plans for the first day and first week of school to the ACCS Principal.

**August Discussion Topics**

Here are some general tasks to discuss with your mentor during the month of August. These topics are to help guide your discussion this month.

**ACCS Procedures**
• Discuss “start” and “end” time for teachers and availability of weekend access
• Review student and Parent/Student handbook and employee handbook

**Access to Resources**

• Find teacher/student textbooks and teacher/student supplemental supplies
• Ask for curriculum guides or curriculum maps that are available for your discipline

**First Week**

• Plan for first week of lessons. Share your plans or ideas with your teacher mentor
• Organize materials for the first week of school
• Discuss with teacher mentor any “special schedules” that occur the first week of school

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**September Induction Program**

**ACCS Principal Activities**

• Informal Classroom Visitations
• Collect and review lesson plans from inductee
• Coordinate and plan a “building training session to provide information about the following: SAP/guidance, building discipline procedures, Child Find, 504 plans, special education, inclusion building, practices, and technology services”
Teacher Mentor Activities
1. Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
2. Attend New Teacher Meeting
3. Conduct regular Inductee/Teacher Mentor Meetings
4. Submit lesson plans upon request of Principal
5. Submit grading information upon request of Principal

September Discussion Topics

Here are some general tasks to discuss with your teacher mentor during the month of September. These topics are to help guide your discussions this month.

What’s New?
- Share with your teacher mentor if you have any questions, concerns, information or material requests
- Tell your teacher mentor how he/she can assist you at this point in the year
- Share a story with your teacher mentor about a challenge or difficult situation you have encountered since your arrival at Acclaim Virtual Charter High School.

School Procedures and Requirements
- Review the school calendar with your teacher mentor for the month of September
- Write any holidays, schedule changes, faculty meeting, or “special events” in your schedule book or planner.
- Ask your teacher mentor about any upcoming requirements for curriculum development, workshops or in-services
- Review with your teacher mentor the “Acceptable Use Policy” regarding technology use for staff and students of Acclaim Cyber Charter School
- Ask your mentor to share with you the professional staff evaluation process at Acclaim Cyber Charter School

Professional Topics
- Share with your teacher mentor one “success” that you experienced this month
- Share inductee’s class schedule and availability. Ask your teacher mentor when he/she is available for questions or help. Ask your teacher mentor if calls to him/her are acceptable outside of school hours.
Special Activities of “Note” This Month

- Ask your teacher mentor to share the expectations for “Back to School” online chat night
- Ask teacher mentor for assistance with planning and preparation for the online chat
- Share what you intend to present or share with the parents with your teacher mentor
- Ask your teacher mentor to share with you information on progress reports, report cards, and ACCS assessment procedures

October Induction Program

ACCS Building Activities
- Conduct Induction Meetings
- Conduct Teacher Mentor Meetings

ACCS Principal Activities
- Conduct informal classroom visitations
- Conduct one formal teacher observation
- Collect and review lesson plans from inductee
- Review Inductee’s assessments

Teacher Mentor Activities
- Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
- Attend Induction Meetings
- Conduct regular Inductee/Teacher Mentor Meetings
- Submit lesson plans upon request of Principal
- Submit student assessments upon request of Principal

October Discussion Topics

Here are some general tasks to discuss with your teacher mentor during the month of October. The focus of this discussion is on teaching and learning.

Knowledge of Context and Pedagogy
- Discuss various ways that you are continuing/improving your subject content and pedagogy (Ex. Graduate courses, workshops, readings)
- Talk about current pedagogical techniques particular to your discipline that you use in your classroom to help convey information and teach skills
• Share the techniques that you find most effective
• Discuss a “best practice” technique that you implement in your classroom
• Share new content standards or practices that you are implementing in the classroom as a direct result from curriculum revisions your department has implemented

Knowledge of Students:
• How do you assess student prior knowledge?
• Knowing students prior level of knowledge, how do you differentiate instruction?
• How do you learn about students’ interests both inside and outside of school?
• How do you learn about the cultural heritage of your students?
• Share information on how you plan instructionally for students in your classroom with special needs. What “special needs” students do you currently have in class this year?
• How do you incorporate students’ varied approaches to learning in your instructional planning?

Selecting Instructional Goals
• Discuss how you balance high expectations with attainable student goals.
• How do you ensure that instructional goals reflect a balance among different types of learning (Ex. Factual knowledge, reasoning skills, social skills, point of view)
• Discuss ways in which you do/could allow opportunities for students to determine their own learning and selection of their own learning tasks to foster greater student responsibility.
• Talk about how you inform your students of the instructional goals for the day, lesson or chapter.

Knowledge of Resources
• Discuss the resources that are available to you as a teacher through the school
• Share a valuable resource that you are using in your teaching
• Discuss a community resource that is available to students or teachers

Designing Coherent Instruction:
• Talk about how you choose materials and resources to support instructional goals
• How do you vary grouping of students?
• Discuss ways that you ensure coherent learning activities
• In what ways can students take initiative in choosing activities and learning in your classroom?
• Talk about how you plan for a daily lesson (short-term planning) and for a unit (long-term planning)

Assessing Student Learning:
• How are assessment criteria and standards clearly communicated to the student?
• How do you match assessment with instructional goals?
• Discuss ways in which you make assessment authentic and real world?
• Share some varied assessment techniques that you use in your classroom.

Interim Progress Reports/Report Cards:
• Review with your teacher mentor the process for report card preparation and distribution
• Consult with your teacher mentor to be sure you are familiar with the grading system
• Check with teacher mentor to see that you have sufficient grades/documentation for the first marking period

November Induction Program

ACCS Principal Activities
• Conduct informal classroom visitations
• Conduct building induction meeting if needed
• Collect and review artifacts as required by the supervision and evaluation process

Teacher Mentor Activities
• Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
• Attend Building New Teacher Meeting (If Appropriate)
• Conduct regular Inductee/Teacher Mentor Meetings
• Submit Artifacts as requested by the Principal

November Discussion Topics

Here are some general tasks to discuss with your teacher mentor during the month of October. The focus of this discussion is on teaching and learning.

What’s New?
• Tell your teacher mentor if you have any questions, concerns, information or material requests
• Tell your teacher mentor how he/she can assist you. See if there is anything that he/she can assist you with at this point in the year.

Building Procedures and Requirements:

• Review the school calendar with your teacher mentor for the month of November. Write down any holidays, schedule changes, faculty meetings, or special events that you should be aware of in your planner or assignment book.

Parent Conference/Contacts
• Ask your teacher mentor what typical parental contact/conferencing looks like at Acclaim Cyber Charter School
• Share suggestions for ways/reasons to contact parents
• Share an effective parental contact technique that you use
• Share with your teacher mentor any concerns/thoughts regarding parental contact in this district
• Brainstorm suggestions for “good news” contacts with parents.
• Discuss ways in which you can effectively broach difficult topics with parents.

**Classroom Management**
• Discuss class rules/expectations
• Discuss some strategies to use with a student who is disruptive in the classroom
• Discuss some strategies to use with a student who is confrontational
• Share procedures for grading/accepting late work
• Discuss what to do with truancy/academic probation
• Discuss frequency and amount of assignments to be given in the subject area.

**Holiday/Building**
• Discuss with teacher mentor the expectation for holiday traditions with respect to parent concerns
• Discuss what the Acclaim Cyber Charter School procedure/expectation is for students taking extended trips or holidays
  ❖ Any paperwork that students must complete and teacher responsibility to provide work to the student
  ❖ Building expectations for how long a student has to complete the work and turn it in to the teacher for credit after a vacation

**December Induction Program**

**ACCS Principal Activities**
• Conduct one informal classroom visitation
• Conduct one formal teacher observation
• Conduct building Induction Meeting if required
• Collect and review artifacts as required by the supervision and evaluation process

**Teacher Mentor Activities**
• Conduct regular Inductee/Teacher Mentor Meetings

**Inductee Activities**
• Attend Building Induction Meeting
• Conduct regular Inductee/Teacher Mentor Meetings
• Submit artifacts as requested by the Principal


December Discussion Topics

Here are some general tasks to discuss with your teacher mentor during the month of December. The focus of this discussion is on teaching and learning.

What’s New?

• Share with your teacher mentor if you have any questions, concerns, information or material requests
• Tell your teacher mentor how he/she can assist you at this point in the year
• Share with your teacher mentor one success that you experienced this month.

ACCS Procedures and Requirements:

• Review the school calendar with your teacher mentor for the month of December. Write any holidays, schedule changes, faculty meetings, or special events in your schedule book or planner.

Helping Children with Special Needs

• Talk with your teacher mentor about ACCS procedure for reporting special problems or concerns.
• Have your teacher mentor show you the location of cumulative files on students that are available to teachers
• Discuss the issue of confidentiality for teachers

January

Induction Program

ACCS Building Activities

• Conduct ACCS Induction Council Meeting
• Conduct ACCS Teacher Mentor Meeting

ACCS Principal Activities

• Conduct informal classroom visitations
• Conduct Evaluation Conference (PDE Forms 426 and 427)
• Collect and review artifacts as required by the supervision and evaluation process

Teacher Mentor Activities

• Attend ACCS Teacher Mentor Meeting
• Conduct regular Inductee/Teacher Mentor Meetings
• Submit Mid-Year Induction Program Evaluation

Inductee Activities
• Attend ACCS Induction Meetings
• Conduct regular Inductee/Teacher Mentor Meetings
• Submit Artifacts as Requested by the Principal
• Submit Mid-Year Induction Program Evaluation

**January Discussion Topics**
Here are some general tasks to discuss with your teacher mentor during the month of January. The focus of this discussion is on teaching and learning.

**What’s New?**
- Share with your teacher mentor if you have any questions, concerns, information, or material requests
- Tell your teacher/mentor how he/she can assist you at this point in the year.

**Creating an Environment of Respect and Rapport**
- Share and discuss ideas on appropriate interaction between students and between teachers and students. How do you encourage appropriate interactions? How do you discourage inappropriate interactions?
- Discuss how the rapport with your students has changed since the beginning of the year.
- Discuss how you maintain a respectful environment as the year is progressing

**Establish a Culture for Learning**
- Discuss ways to present content effectively while keeping the students’ interest level high.
- Discuss with your mentor how students show pride in their work.
- Discuss with your mentor how to determine different expectations for students on varied levels.

**Managing Classroom Procedures**
- Share different ways to create instructional learning groups.
- How do you make each person accountable within the group?
- What are some appropriate activities for group work?
- What are some alternative activities for students who finish early on class work (enrichment) and for students who need additional help (remediation)?
- Discuss how to handle transitions effectively between activities.

**Managing Student Behavior**
- What classroom management techniques are you using in your classroom that are effective? What would you like to change or to address in your classroom with regard to student behavior?
- Do you feel that the classroom rules established at the start of the year are still effective?
February
Induction Program

ACCS Principal Activities
• Conduct informal classroom visitations
• Conduct one formal teacher observation
• Conduct building level induction meeting if appropriate
• Collect and review artifacts as required by the supervision and evaluation process

Teacher Mentor Activities
• Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
• Attend ACCS Induction Meeting
• Conduct regular Inductee/Teacher Mentor Meetings
• Classroom Visitations
• Submit Artifacts as requested by Principal

February Discussion Topics
Here are some general tasks to discuss with your teacher mentor during the month of March. The focus of this discussion is on teaching and learning. (These topics are to help guide your discussion this month. Some of these items may be “non-applicable” for you individual situation.

What’s New?
• Share with your teacher mentor if you have any questions, concerns, information or material requests.
• Tell your mentor how he/she can assist you at this point in the year
• Share something that you feel you have done well during the past month.

Communicating Clearly and Accurately:
• Discuss how directions are communicated clearly to the students in your class
• Talk about ways in which directions can be adapted for students with special needs
• Discuss ways to clearly state the daily objective to the students in your class
• Think back to the beginning of the school year. Discuss how classroom procedures established in September have affected the daily routine to this point. Were procedures explained clearly at the beginning of the year?
• Talk about how classroom rules are communicated to students and parents
• Discuss how you encourage the students to be effectively taking notes and how you help them organize their information
• Discuss how you inform parents about assignments or information covered in class

Using Questioning and Discussion Techniques
- Share methods for mentally keeping track of the quality of questioning (Ex. Use of Bloom’s Taxonomy, Depth of Knowledge)
- Share examples of ways that you involve your students in quality discussions
- Discuss ways that you have found to be effective to actively engage students using appropriate questioning techniques

**Engaging Students in Learning**
- Discuss ways that you teach students multiple strategies in order to problem-solve and to achieve mastery of the content.
- Show two examples of assignments that directly coincide with in-class learning
- Discuss how you determine the effectiveness of the assignments
- Talk about how you differentiate instruction for the students in your class for appropriate instruction. Is the grouping flexible or rigid? Is this current grouping method as effective as it could be? If not, how can it be improved?
- Share the source of your teaching ideas. Do you receive journals, books or magazines? Is there a teacher store that you frequent?
- Discuss what some key indicators that your instructional pacing is appropriate

**Providing Feedback to Students**
- Share some ways that you have constructively provided feedback to your students
- Discuss what you feel is an adequate time frame for returning work to students

**Demonstrating Flexibility and Responsiveness**
- Share some specific instances in which you have had to re-teach or extend a lesson. How flexible are you when it comes to lesson planning?
- Explain how you respond to a child that is not grasping the concept at hand and how you address the situation.
- Discuss how you promote or encourage student persistence? Talk about ways in which you could further promote this concept
ACCS Principal Activities
• Conduct informal classroom visitations
• Conduct one formal teacher observation
• Conduct ACHS Induction Meeting if needed
• Collect and review artifacts as required by the supervision and evaluation process.

Teacher/Mentor Activities
• Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
• Attend building level Induction Meeting
• Conduct regular Inductee/Teacher Mentor Meetings
• Submit artifacts as requested by Principal

March Discussion Topics
Here are some general tasks to discuss with your teacher mentor during the month of April. The focus of this discussion is on teaching and learning.

What’s New?
• Share with your teacher mentor if you have any questions, concerns, information, or material requests
• Tell your teacher mentor how he/she can assist you at this point in the year

Reflections on Teaching:
• Discuss what you feel your greatest strengths are as a new teacher or new teacher to Acclaim Cyber Charter School
• Talk about what you feel are the most effective portions of your lessons
• Describe what you would like to change or add to your typical daily lessons or classes
• Discuss what you most like to work on as a teacher. Discuss what challenge you would like to address

Maintaining Accurate Records:
• Discuss how you maintain information on student completion of assignments
• Describe the pros and cons of your current system
• Talk about how you maintain information on student progress in learning
• Discuss what you like/dislike about your system and why

Communicating with Families
• Describe how you provide information to parents about your instructional program and individual student progress
• Discuss ways you try to engage parents and families in your instructional programs
• Talk about how frequently you typically contact parents
Growing and Developing Professionally

- Discuss methods by which you enhance content knowledge and pedagogical skill
- Describe how you contribute to the teaching profession as a whole (Example: mentoring new teachers, writing articles for publication, making presentations, running committees, taking a leadership role, serving local, state, or national organizations)

April Induction Program

ACCS Principal Activities
- Conduct informal classroom visitations
- Conduct ACHS Induction Meeting if needed
- Collect and review artifacts as required by the supervision and evaluation process.

Teacher/Mentor Activities
- Conduct regular Inductee/Teacher Mentor Meetings

Inductee Activities
- Attend New Teacher Meeting
- Conduct regular Inductee/Teacher Mentor Meetings
- Submit artifacts as requested by Principal

April Discussion Topics

Here are some general tasks to discuss with your teacher mentor during the month of May. The focus of this discussion is on teaching and learning.

What’s New?
- Share with your teacher mentor if you have any questions, concerns, information, or material requests
- Tell your teacher mentor how he/she can assist you at this point in the year
Growing and Developing Professionally

- Describe areas in which you would like to pursue growth during the next year
- Talk about three professional goals that you would like to work on next year

Special Focus This Month: Year-End Activities:

- Do you have any special notifications that need to be done for students who are in danger of failing for the year?
- Discuss how you prepare final grades and/or final exams at Acclaim Cyber Charter School
- Discuss how to order supplies and materials for the upcoming school year
- Talk about whether Acclaim Cyber Charter School is running any special schedule for the last day/last week of school
- Determine whether or not there are any schedule adjustments that teachers should be aware of for planning this month
- Discuss any special year-end activities that you know are occurring at Acclaim Cyber Charter School
- Do something special to celebrate your work together as mentor and inductee this year.

May
Induction Program

ACCS Building Level Activities
- Conduct Induction and Teacher Mentor Celebration

ACCS Principal Activities
- Conduct Evaluation Conference
- Coordinate Induction and Teacher Mentor Celebration
- Collect and review artifacts as required by the supervision and evaluation process

Teacher Mentor Activities
- Attend Induction and Teacher Mentor Celebration
- Submit end of year evaluation and documentation

Inductee Activities
- Attend Induction and Teacher Mentor Celebration
- Submit end of year evaluation and documentation
- Submit your final portfolio

Monthly Reflection Journal

Please complete your reflection journal on a monthly basis. The topics below are suggested topics, but feel free to expand and reflect on current issues you may have. There is no template or length requirement.
Month 1
- Before and After Journal Entry – Inductees should write a page about how they see their teaching role in a virtual school setting before they begin teaching (or early in their experience), and then write a response to the same prompt close to the end of the school year, comparing their early thoughts with their experiences after a year.
- What is your understanding of the ACCLAIM mission and vision? What does it mean to you and your responsibilities as a teacher?
- Focus on building relationships- students, families and coworkers.

Month 2
- Choose one of the following students from the scenarios listed. Describe how you would adapt instruction or support the child to accommodate the child’s learning style and needs.
  - George has difficulty reading material at his appropriate grade level due to poor decoding skills, but he has excellent comprehension when he hears text read to him.
  - Vera is capable of doing grade level work, but an assignment that should take twenty minutes takes her 90 minutes because her mind wanders.
  - Truman can read 150 words per minute, but if you ask him about what he has read, he doesn’t have comprehension of material read a clue.

Month 3
- Describe the regular education teacher’s role in the Child Find Process and in the Special Education Process.
- What is RtII? Explain your role in RtII at Acclaim.

Month 4
- How would you deal with the following scenario? The parent has not been available for the last two conferences. You finally have a conference six weeks after your last conference. The parent has not logged attendance, and the child has not made much progress (significantly below expected rate of progress). The parent tells you that everything is fine and seems to be annoyed when you try to get more specific information about the child’s lack of progress. Describe your next steps.
- How can you build a sense of community in a virtual classroom?

High School additions:
- HS Teacher: You have a very low engaged student who only attends your Blackboard Collaborate sessions occasionally and/or only completes some of the computer scored assignments in class. The student usually leaves teacher scored assignments incomplete. Describe your next steps.
- HS Advisor/Guidance Counselor: You have a low engaged student who does not routinely attend Blackboard Collaborate sessions with teachers, is very sporadic with completing assignments in classes and a high absentee rate. Explain how you will address this with the student and his Learning Coach.

Month 5
• Identify the key differences between ACCLAIM, home schooling, traditional Brick and Mortar schools, and other virtual schools.

Month 6
• What are some things you have used as motivators for failing students?

Month 7
• Imagine you have been given the task of writing FAQs and answers for the next group of new teachers at ACCLAIM. What are the five most important questions you have had, and what are the answers to those questions?

Month 8
• What are the 10 best organization and/or time management tips you could give a new teacher?

Month 9 and 10
• Before and after - think back to before you began your job at ACCLAIM. What expectations did you have about being a teacher in a virtual setting? What are your realizations now? Is it what you expected or not?
• Imagine one of your colleagues from a traditional school setting decided to become a teacher for ACCLAIM. What would you tell that person that they should be able to do well?

Program Evaluation - Presentation of the Portfolio

• At the end of the induction period, the inductee will verify his/her contents of the portfolio.
• The contents of the portfolio (via the online induction portal) will be viewed by the mentor and/or lead teacher and/or other supervisor of the inductee.
• Upon review of the portfolio the inductee will receive a completion certificate signed by the Induction Plan Coordinator and the CEO/Head of School.

• Topics/Activities for Inductees

1. Acclaim Cyber Charter School Policies and Procedure
   CEO
2. Acclaim Cyber Charter School Philosophy
   CEO
3. Expectations for Beginning Teachers
   CEO
4. Grading and Retention Policy
   Principal
5. Building Policies and Procedures
   Principal
6. Discipline  Principal
7. Attendance Procedures  Principal, Inst Mentor
8. Record Keeping  T Mentor
9. Communication  T Mentor
10. Parent Teacher Conferencing Techniques  T Mentor
11. Individual Academic Differences  T Mentor
12. Special Education Referrals  T Mentor, Sp Ed Coor
13. Exceptional Students  T Mentor, Sp Ed Coor
14. Student Motivation  T Mentor, CEO
15. Classroom Time Management  T Mentor, Inst Mentor
16. How to Talk to Students  T Mentor, Inst Mentor
17. Teacher Self-Image  T Mentor, Principal
18. Code of Professional Practices  Principal
19. Ethics  T Mentor, Principal
20. Intermediate Unit Services  Principal, Sp Ed Coor
21. PSSA/Standardized Testing  T Mentor, Principal
22. Act 48 Requirements  CEO, Principal
23. Curriculum Committee/Grade Level Meetings  T Mentor, Principal
24. Sexual Harassment Policies and Procedures  CEO
25. Obtaining Supplies and Equipment  Principal
26. End of Year Closing Policies  T Mentor, Principal
27. Special Education/IEP  Sp Ed Coor, Principal
28. NCLB  Principal
29. Supervision & Evaluation  Principal
30. Department Goals & Activities  T Mentor, Principal
31. Child Find  Sp Ed Coor
32. Student Support Services  COO
33. Technology  T Mentor, I Mentor,
34. Instructional Best Practices  T Mentor, Principal

Acclaim Cyber Charter School
CEO Log

<table>
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<th>Mentor:</th>
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Acclaim Cyber Charter School  
New Teacher Induction  
Principal’s Monthly Observation/Visitation/Contact Log

Month:_________________________ Administrator:_______________________

Directions: Record the date in the appropriate column upon completion of an informal or formal observation/visitation. Monthly logs should be submitted to the CEO’s office at the end of each month.

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Acclaim Cyber Charter School
Induction Teacher Mentor’ Log

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### Category I

**Lesson Unit Plans: Types Titles and Numbers**

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<td>Teacher Conferences/Interviews:</td>
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<td>Resources/Materials/Technology/Space:</td>
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<td>Other:</td>
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<p>| Classroom Observations: |
| Informal Observations/Visits: |</p>
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<td>Student Work:</td>
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<td>Instructional Resources/Materials/Technology:</td>
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**Category IV**

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<td>Observations/Visual Technology:</td>
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<tr>
<td>Artifacts/Interaction with Family:</td>
</tr>
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<td>Student Records/Grade Book:</td>
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<th>Progress Reports/Report Cards:</th>
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<tr>
<th>Parent/School/Community Feedback:</th>
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<table>
<thead>
<tr>
<th>Artifacts: Professional Development/Act 48 Documentation</th>
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<th>Perceptive Use of Teaching/Learning Reflections:</th>
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<tr>
<th>Other:</th>
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**Acclaim Cyber Charter School**
**Teacher Induction Program**
**Inductee Evaluation Form**

**Name:**

**Date:**

- Do you feel this program provided the support that you needed to make the transition into Acclaim Cyber Charter School? Explain.

- What would you suggest be added to aid an incoming teacher?
What changes in the program would you recommend?

Acclaim Cyber Charter School
Teacher Induction Program
Teacher Mentor Evaluation Form

Name:

Date:

• Do you feel this program provided adequate support for the inductee? Explain.

• What would you suggest be added to aid the inductee?

• What changes in the program would you recommend?

Teacher Evaluation System

PDE Statement on Danielson Framework –
The new Pennsylvania Department of Education (PDE) Teacher Effectiveness Evaluation System for professional employees holding instructional certificates will be implemented beginning with the 2013-2014 school year. The observation/evidence instrument is the Danielson Framework for Teaching. PDE has not mandated any specific edition of the Framework. The initial training on the Danielson Framework was based on the 2007 edition. Since that time, a 2011 edition has been published. It is a local decision to use the 2007 or later edition. In addition, PDE has not endorsed any digital product. If a digital product is used, this too is a local decision.

All teachers will be given a copy of the Teacher Effectiveness Manual found below and will be given updated copies as changes are made. Teachers will also have training on the new format of evaluation and will become accustomed to the forms and rating system in advance of the start of each new school year.

PA Leadership Standards Core Standards

I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.

II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader’s job as an architect of standards based reform in the school.

III. The ability to access and use appropriate data to inform decision-making at all levels of the system.
Corollary Standards

I. Creating a culture of teaching and learning with an emphasis on learning.

II. Managing resources for effective results.

III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.

IV. Operating in a fair and equitable manner with personal and professional integrity.

V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.

VI. Supporting professional growth of self and others through practice and inquiry.
COMMONWEALTH OF PENNSYLVANIA
COUNTY OF JEFFERSON

On this the 8th day of November, A.D. 1996,

Before me, a notary public

BARRABAR L. YOUNG and DOROTHY M. SNYDER, Co-Executors

the undersigned officer, personally appeared

(known to me)

and acknowledged that they executed the same for the purposes therein contained.

IN WITNESS WHEREOF I hereunto set my hand and official seal.

Jailynne S. Lacke
Notary Public

My commission expires:

[Stamp]
intro & assumptions

Acclaim Cyber Charter School

worksheet key

= input (flexible) cells

notes

general notes

• all expenses & revenues are variable based on # of students, staff members, etc; these variables are explicitly stated in each line item
• unless otherwise indicated in input columns/cells, 3% inflation is applied to all revenues & expenditures
• assumed 5% decrease in per pupil rates from 2013-14 to 2014-15, and 3% increases thereafter

key sensitivities

• labor cost is the major expense driver; salaries are currently estimated to rise at the rate of inflation, but this is uncertain
• PSERS & health insurance expenses are projected to increase faster than inflation (published rates used for PSERS, 15% increase per year for health)
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<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
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<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
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<tr>
<td><strong>Summary</strong></td>
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<td>Opening Fund Balance</td>
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<td>$433,159</td>
<td>$1,841,676</td>
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<tr>
<td>6000 Local Revenue</td>
<td>$3,040,838</td>
<td>$6,141,301</td>
<td>$10,542,566</td>
<td>$21,717,687</td>
<td>$44,798,435</td>
</tr>
<tr>
<td>7000 State Revenue</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
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<tr>
<td>Total Revenue And Other Financing Sources</td>
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<td>6700 Revenue from Student Activities</td>
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<td>6844 Receipts from other LEAs in PA (Reg)</td>
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<td>$10,542,566</td>
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<td>7100 Implementation Grant</td>
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<td>7000 Total State Sources</td>
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TOTAL EXPENDITURES $ 3,094,296 $ 6,299,507 $ 10,450,619 $ 20,922,736 $ 41,952,169
Acclaim Cyber Charter School

Revenues

Local
Per pupil funding - regular education $2,475,543 $4,999,626 $8,582,692 $17,680,345 $36,421,510
Per pupil funding - special education $565,295 $1,141,675 $1,959,875 $4,037,342 $8,316,925
Total local funding $3,040,838 $6,141,301 $10,542,566 $21,717,687 $44,738,435

State
Social security reimbursement -
PSERS reimbursement -
Start-up Grant -
Facilities Grant -
total state funding -

Federal
Title I $67,500 $139,050 $238,703 $491,727 $1,012,958
Title II $7,500 $15,450 $26,523 $54,636 $112,551
Title III -
IDEA pass-through $19,004 $39,147 $67,203 $138,438
Total federal funding $75,000 $173,504 $304,372 $613,566 $1,263,946

Other
private contributions -
student activity -

Total Revenues $3,115,838 $6,314,804 $10,846,939 $22,331,253 $46,002,381

Expenditures

personnel expenses 1,760,015 3,792,862 6,612,275 13,827,256 28,304,720
contracted services 577,442 1,044,015 1,590,946 2,941,643 5,614,824
student activities 105,000 242,700 409,135 827,818 1,675,305
insurance 60,000 66,000 72,600 79,860 87,846
consumable supplies 28,500 58,710 100,786 207,618 427,693
teaching telephone, printing 214,000 379,300 598,218 1,138,185 2,211,983
books/instructional aids 67,500 136,800 231,090 468,545 950,204
equipment 263,200 526,800 875,200 1,753,600 3,496,800
site costs 18,600 22,000 32,000 50,000 80,000

Total Expenditures $3,094,257 $6,269,187 $10,522,249 $21,294,525 $42,849,375

Net change in fund balance $21,582 $45,617 $324,689 $1,036,729 $3,153,006

Beginning fund balance -
Ending fund balance $21,582 $67,199 $391,888 $1,428,617 $4,581,623
## Acclaim Cyber Charter School

### Revenues

#### Revenue Inflation Rate

| Revenue Inflation Rate | 3.0% |

#### Revenue Growth Factor

<table>
<thead>
<tr>
<th>Driver #1</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<tbody>
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<td>1.00</td>
<td>1.03</td>
<td>1.06</td>
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#### Local Revenues

<table>
<thead>
<tr>
<th>Driver</th>
<th>Projected Annual Per Pupil Increase</th>
<th>Projected Annual Per Pupil Growth Factor</th>
<th>Per Pupil - RegEd</th>
<th>Average Per Pupil Rate Based on PDE Site Sept 2013</th>
<th>Per Pupil - SpEd</th>
<th>Average Per Pupil Rate Based on PDE Site Sept 2013</th>
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<tbody>
<tr>
<td></td>
<td>-5%</td>
<td>0.95</td>
<td>$ 9,462</td>
<td>$ 2,475,543</td>
<td>$ 19,446</td>
<td>$ 565,295</td>
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<td>0.98</td>
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<td>$ 4,999,626</td>
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<td>1.01</td>
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<td>$ 8,582,692</td>
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<td>$ 17,680,345</td>
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<td>$ 36,421,510</td>
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#### Total Local Revenues

| Year | $ 3,040,838 | $ 6,141,301 | $ 10,542,566 | $ 21,717,687 | $ 44,738,435 |

#### State Revenues

<table>
<thead>
<tr>
<th>Reimbursement</th>
<th>Percentage of Non-Federal FICA Expense</th>
<th>Title I</th>
<th>450 per Applicable Student</th>
<th>Title II</th>
<th>50 per Applicable Student</th>
<th>Title III</th>
<th>per Applicable Student</th>
<th>IDEA Pass-Through</th>
<th>$ 615 per Applicable Student</th>
<th>Total Federal Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up Grant</td>
<td>0%</td>
<td>67,500</td>
<td>139,050</td>
<td>238,703</td>
<td>491,727</td>
<td>1,012,958</td>
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<td></td>
<td></td>
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<tr>
<td>Facilities Grant</td>
<td>0%</td>
<td>7,500</td>
<td>15,450</td>
<td>26,523</td>
<td>54,636</td>
<td>112,551</td>
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#### Federal Revenues

<table>
<thead>
<tr>
<th>Title</th>
<th>450 per Applicable Student</th>
<th>$ 615 per Applicable Student</th>
<th>Total Other Revenues</th>
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<tr>
<td>Title I</td>
<td>67,500</td>
<td>139,050</td>
<td>238,703</td>
</tr>
<tr>
<td>Title II</td>
<td>7,500</td>
<td>15,450</td>
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<tr>
<td>Title III</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>IDEA Pass-Through</td>
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<td>$ 19,004</td>
<td>$ 39,147</td>
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<td>Total Federal Revenues</td>
<td>$ 75,000</td>
<td>$ 173,504</td>
<td>$ 304,372</td>
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#### Other Revenues

<table>
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<tr>
<th>Type</th>
<th>Private Contributions</th>
<th>Student Activity</th>
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<tbody>
<tr>
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#### Total Revenues

| Year | $ 3,115,838 | $ 6,314,804 | $ 10,846,939 | $ 22,331,253 | $ 46,002,381 |

| Year | $ 3,115,838 | $ 6,314,804 | $ 10,846,939 | $ 22,331,253 | $ 46,002,381 |

<p>| Year | $ 3,115,838 | $ 6,314,804 | $ 10,846,939 | $ 22,331,253 | $ 46,002,381 |</p>
<table>
<thead>
<tr>
<th>expense</th>
<th>expense inflation rate =&gt; 3.0%</th>
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<tr>
<td>driver inflation factor</td>
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<tr>
<td>personnel expenses</td>
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<tr>
<td>driver: projected annual PSERS rate</td>
<td>21%</td>
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<tr>
<td>Salaries</td>
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<tr>
<td>Health &amp; dental ins</td>
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<tr>
<td>Life/disability ins</td>
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<tr>
<td>FICA</td>
<td>7.65%</td>
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<tr>
<td>PSERS</td>
<td>12% PSERS published projections</td>
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<tr>
<td>Unemployment ins</td>
<td>3.75%</td>
</tr>
<tr>
<td>Workers comp</td>
<td>1.00%</td>
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<tr>
<td>Total Personnel expenses</td>
<td>$1,760,015</td>
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<tr>
<td>Contracted services</td>
<td>4.0% of per pupil</td>
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<td>Business Services</td>
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<tr>
<td>Audit Services</td>
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<tr>
<td>Legal Services</td>
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<td>Let's Go Learn</td>
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<td>Content Filter/Security</td>
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<tr>
<td>Blackboard Collaborate</td>
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<tr>
<td>Supplemental Content/Software</td>
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<td>Special Education Services</td>
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<td>Total Contracted Services</td>
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<td>PSSA costs</td>
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<tr>
<td>Insurance</td>
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</tr>
<tr>
<td>General liability</td>
<td>0.15% increase per revs</td>
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<tr>
<td>Other</td>
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<tr>
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<td>Total Consumable Supplies</td>
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<td>Telephone &amp; Internet</td>
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<tr>
<td>Postage - Office</td>
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<tr>
<td>Internet Reimbursement</td>
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<td>Staff Recruiting</td>
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<tr>
<td>Books/Instructional Aids</td>
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<td>Texts and Novels</td>
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<td>Student Testing</td>
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<td>Staff Hardware and Software</td>
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<td>Total Equipment</td>
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<td>Building Rent</td>
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## Acclaim Cyber Charter School

### students

<table>
<thead>
<tr>
<th>students by grade</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>80</td>
<td>160</td>
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<tr>
<td>total</td>
<td>300</td>
<td>600</td>
<td>1000</td>
<td>2000</td>
<td>4000</td>
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</table>

| percentage SpEd   | 10%  | 10%  | 10%  | 10%  | 10%  |
| # SpEd            | 30   | 60   | 100  | 200  | 400  |
| # RegEd           | 270  | 540  | 900  | 1800 | 3600 |
| % FRPL            | 50%  | 50%  | 50%  | 50%  | 50%  |
| # FRPL            | 150  | 300  | 500  | 1000 | 2000 |

| RegEd average rate| $9,462.00 |
| SpEd average rate | $19,446.00 |
## Acclaim Cyber Charter School

### personnel

<table>
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<tr>
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</tr>
<tr>
<td><strong>administration</strong></td>
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<tr>
<td>CAO</td>
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<td>$/FTE</td>
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<td>50.00</td>
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<td>200.00</td>
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<td>30.00</td>
<td>60.00</td>
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<td>3.00</td>
<td>5.00</td>
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<td>6.00</td>
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<td>$40,000</td>
<td>$/FTE</td>
<td>1.00</td>
<td>1.50</td>
<td>3.00</td>
<td>5.00</td>
<td>10.00</td>
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<td>61,800</td>
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<td>82,400</td>
<td>174,836</td>
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<td>5.50</td>
<td>10.00</td>
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<td>236,900</td>
<td>453,482</td>
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<td>94.00</td>
<td>192.00</td>
<td>371.00</td>
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<td>2,194,642</td>
<td>3,698,044</td>
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BY-LAWS
OF
ACCLAIM CYBER CHARTER SCHOOL
A Pennsylvania Nonprofit Corporation
BY-LAWS
OF ACCLAIM CYBER CHARTER SCHOOL
A Pennsylvania Nonprofit Corporation

ARTICLE I
The Name and Principal Place of Business
The name of this Corporation is Acclaim Cyber Charter School, with its principal place of business located at 786 Coolspring Rd, Worthville, Pa. 15784. Jefferson County.

ARTICLE II
Goals and Objectives
The mission of the Acclaim Cyber Charter School is to provide our students success in learning through a technology rich and diverse education in a safe, online environment. Acclaim will provide students with the tools necessary to be productive, motivated, self disciplined members of society.

ARTICLE III
Tax Exempt Organization and Fiscal Year
The Corporation is established as a Pennsylvania non-profit corporation and the corporation is intended to qualify as an exempt organization under 501(c)(3) of the Internal Revenue Code. The Corporation shall not engage in any activity that would be inconsistent with its tax-exempt status.

Fiscal Year
The fiscal year of the Corporation shall begin on the first day of July of each year, and end on the 30th day of June of the following year.

ARTICLE IV
Board of Trustees
Members: The Corporation is organized on a non-stock, nonmembership basis, and shall have no members. Whenever corporate action is by statute authorized or required to be approved by action of the members, such action shall be approved by the Board of Trustees. Eligibility to Serve on the Board: Any person employed by the school in a full or part-time capacity and receiving compensation for such employment, shall be ineligible for membership on the Board.

Power and Authority: The Board of Trustees shall consist of not more than seven members. The Board of Trustees shall have full power to conduct, manage and direct the business and affairs of the Corporation and all powers of the Corporation are hereby granted to and vested in the Board of Trustees. Without limiting the foregoing and except as otherwise expressly provided in these by-laws, the Board of Trustees shall approve:

(a) the election or appointment of trustees and officers of the Corporation and members and chairs of committees;

(b) general policies of the Corporation;

(c) priorities of the Corporation in the field of education;
(d) the establishment of such policies and procedures as it deems necessary;

(e) the employment and/or appointment of the agents and Chief Administrative Officer and through him/her, the appropriate administrative officers, faculty, staff, and representatives to carry out the mission of the Corporation and prescribe such duties as it deems necessary;

(f) the term of office for trustees shall be for three years. No trustee shall hold office for more than two (2) consecutive three (3) year terms except that the Chief Administrative Officer shall continue for as long as she/he is employed as Chief Administrative Officer. The trustee who is elected or appointed to serve a partial term of less than three (3) years may be elected to serve two (2) consecutive full terms in addition to such partial term.

Uncompensated Service: The members of the Board shall serve without compensation. Extraordinary expenses, such as travel and subsistence outside the Delaware Valley on behalf of the Corporation, may be reimbursed by the Corporation.

Removal of a Trustee: Any trustee may be removed for failure to organize or neglect of duty or who has been convicted of a felony, or whose business, professional or other activities or interests are detrimental to the interests of the Corporation or otherwise tend to discredit the Corporation through association of such persons as a representative of the Corporation, may, upon reasonable notice, and opportunity to be heard, be removed as a trustee upon approval of such action by at least two-thirds of the other members of the Board, acting at any meeting of the Board, provided that notice of the proposed action is contained in the notice of the meeting.

Compromised Trustees: No trustee shall maintain personal or business interests which conflict or which may be seen as conflicting with those of the Corporation. In addition, no trustee shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.

The Annual Meeting of the Corporation: The annual meeting of the Corporation shall be held during the month of June.

Regular or Special Meetings: Regular meetings of the Board of Trustees shall be held at such times and places as the Trustees determine. Special meetings of the Board of Trustees may be called by the President or by request of a majority of the Trustees.

Quorum: A majority of the members of the Board of Trustees shall constitute a quorum for the transaction of business. A majority vote of the trustees present shall decide any questions.

Voting: Most votes shall be by voice and shall require a majority of those voting to pass a motion. However, Board votes on matters covered in Article VII of the bylaws shall be duly recorded.

Board Meetings by Telephone Conferencing: Notwithstanding any other provisions of these bylaws, any meeting of the Board of Trustees that may be called may be participated in (including voting rights) by a Board member through a telephone hookup providing all members, including the absentee may hear and be heard. This provision may be used to provide a quorum when one is not present.
Authority of the Board: The general functioning of the Board and its committees shall be the consideration, establishment and approval of policies rather than the execution of any policies. This shall not be construed to preclude action of an advisory nature by the Board or its committees.

Procedures: The conduct of meetings shall be governed by Robert's Rules of Order.

Honorary Board Memberships: The Board may elect individuals as Honorary Members who by virtue of their expertise will assist the school in reaching its goals. Honorary Members may serve on the Board or on committees of the Board or both. Honorary Members shall have no vote on matters requiring a Board vote, but shall have full voting powers in any committee on which they serve. Honorary Board Members shall not be counted for purposes of the number of Board members permitted.

ARTICLE V

Officers and Duties
The officers of the Corporation and their duties shall be as follows:

President

(a) The President shall preside at meetings of the Board and shall discharge the duties, which pertain to this office. In the absence of the President, the Vice-President shall preside.

(b) The President shall be an ex-officio member of all standing committees of the Board with power to vote.

(c) The President, along with the Chief Administrative Officer, shall sign all diplomas on behalf of the Board.

(d) The President shall be the Chief Administrative Officer of the Corporation and, subject to the direction of the Board of Trustees, shall manage the affairs of the Corporation and have and exercise all duties and powers incident to the office of President. The President shall receive no salary for his/her services.

Vice-President

(a) The Vice-President shall perform the duties and exercise the powers of the President during any absence or disability of the President, or as otherwise authorized by the Board.

Secretary

(a) The Secretary shall attend all meetings of the Board and shall be responsible for preserving the minutes of such proceedings, and shall be the custodian of copies of minutes of all Board meetings and shall transmit a record of actions and resolutions to the appropriate officers after each meeting.

(b) The Secretary shall be the custodian of the Seal of the school and shall have authority to affix this seal to all instruments where its use is required.
(c) The Secretary shall be responsible to transmit notices required by statutes, bylaws, and resolutions, and shall send written notices of meetings to members of the Board prior to such meetings.

(d) The Secretary shall perform such other duties as may be delegated to him/her by the Board.

(e) In the Secretary's absence, a temporary Secretary may be appointed by the President of the Board or the Board.

Treasurer

(a) The Treasurer shall be responsible for the oversight of the Corporation's financial books, and shall make regular reports to the Board of Trustees regarding the finances of the Corporation.

(b) The Treasurer shall further see that the accounts are settled annually with the Board of School Trustees for each school year.

c) The Treasurer shall receive all funds, including local, state, and federal funds, as well as privately donated funds. The Chief Administrative Officer and the Board shall approve all disbursements from such funds.

(d) The Treasurer may payout such funds on orders, which have been properly signed without the approval of the Board, first having been secured for payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.

Such other officers may be added, as the Board of Trustees shall from time to time determine. Election and Term of Office: The officers of the Corporation shall be elected annually by the Board of Trustees, and each such officer shall hold office until the next annual meeting of the Board of Trustees and until a successor shall have been elected and qualified, or until death, resignation or removal. The terms of officers other than the President and any employee officer elected pursuant to these by-laws shall be limited to one year terms, unless in a particular case the Board, by resolution, determines otherwise. An officer who succeeds to office during the term of a predecessor is eligible thereafter to serve a full one-year term in office.

Vacancies and Removal: If any office becomes vacant by an increase in the number of officers or by reason of death, resignation, disqualification or otherwise, the Board may, by majority vote of those present, at a duly convened meeting at which a quorum is present, chose a person who shall hold such office for the remaining term.

An officer may be removed from office by the Board when, in the Board's judgment, the best interests of the school will be served thereby, but such removal will be without prejudice to any contract rights of the person removed.

ARTICLE VI

Non-Board Officers

Chief Administrative Officer
(a) The Chief Administrative Officer of the school shall be appointed by the Board and shall serve at the pleasure of the Board.

(b) As Chief Administrative Officer of the school and the principle administrative agent of the Board, the Chief Administrative Officer shall be responsible for the maintenance and preservation of the school property, for the assignment of duties and responsibilities of the other administrative officers directly responsible to him/her and all employees of the school, academic and non-academic programs of the school, and shall exercise such administrative supervision through the appropriate officers responsible for these activities. The Chief Administrative Officer is responsible directly and indirectly for the administration of the school in all matters, which will promote its efficient operation.

(c) The Chief Administrative Officer shall also be known as, and in fact be, the Chief Executive Officer of the school, and is so authorized by the Board. The Chief Administrative Officer shall develop an appropriate administration for the school and shall submit a line and staff chart annually to the Board.

(d) All official business between the staff and the Board of Trustees shall be conducted through the Chief Administrative Officer.

(e) The Chief Administrative Officer along with the President of the Board shall sign all diplomas for graduation.

(f) The Chief Administrative Officer shall execute all deeds, releases, notes, contracts, or other instruments of the school, or such other legal documents as the Board may direct.

(g) The Chief Administrative Officer shall preside at appropriate academic occasions, and shall represent the school before the public.

(h) Upon the death, disability, or resignation of the Chief Administrative Officer, the Board shall name an interim Chief Administrative Officer who shall discharge the duties of the Chief Administrative Officer until such time as the Board at a meeting duly called may elect a successor.

(i) Under the direction of the Treasurer, the Chief Administrative Officer shall receive all funds including local, state and federal funds as well as privately donated funds. Under the direction of the Treasurer, the Chief Administrative Officer shall make payments out of these funds as needed for the proper conduct of business.

(j) The Chief Administrative Officer shall also pay the salaries of the school employees and maintain a petty cash fund not to exceed two hundred dollars which amount may be used to reimburse small expenditures for which proper documentation is provided.

Chief Officer of Operations

(a) The Chief Officer of Operations of the school shall be appointed by the Board and shall serve at the pleasure of the Board.
(b) As Chief Officer of Operations of the school and the principle administrative agent of the Board, the Chief Officer of Operations shall be responsible for the maintenance and preservation of the school property, for the assignment of duties and responsibilities of the other administrative officers directly responsible to him/her and all employees of the school, academic and non-academic programs of the school, and shall exercise such administrative supervision through the appropriate officers responsible for these activities. Chief Officer of Operations is responsible directly and indirectly for the administration of the school in all matters, which will promote its efficient operation.

(c) The Chief Officer of Operations shall also be known as, and in fact be, the COO, and is so authorized by the Board. The Chief Officer of Operations shall develop an appropriate administration for the school and shall submit a line and staff chart annually to the Board.

(g) The Chief Officer of Operations shall assist at appropriate academic occasions, and shall represent the school before the public.

(i) Under the direction of the Treasurer, the Chief Officer of Operations shall receive all funds including local, state and federal funds as well as privately donated funds. Under the direction of the Treasurer, the Chief Officer of Operations shall make payments out of these funds as needed for the proper conduct of business.

Auditor

(a) A Certified Public Accountant shall be hired on a fee-for-service basis, and will serve as an external auditor for the school. This individual shall be responsible for providing an audit of all financial records of the school.

(b) The auditor shall submit a certified audit to the Chief Administrative Officer and the Board of Trustees annually.

(c) The auditor shall be selected and approved by the Chief Administrative Officer and the Board.

ARTICLE VII
Management Organization of the Board

An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used to take action on the following subjects:

(a) School calendar;

(b) Adopting textbooks;

(c) Appointing or dismissing the school administrators;

(c) Adopting the annual budget;

(d) Purchasing or selling of land;

(e) Locating new buildings or changing the location;
(f) Creating or increasing any indebtedness;

(g) Adopting courses of study;

(h) Designating depositories for school funds;

(j) Entering into contracts of any kind where the amount involved exceeds $5,000;

(k) Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

(l) Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.
ARTICLE VIII

Equal Opportunity Employer
The school is an equal opportunity employer and does not discriminate in its employment practices on the basis of race, color, sex or gender, age, national origin, religion, disability, sexual orientation or other characteristics protected by law.

ARTICLE IX

Committees
Standing Committees. There shall be such standing committees as the Board of Trustees may designate. Other Committees. There shall be such other committees as the Board of Trustees, or the President, may from time to time designate. Appointment to Committees: The President shall appoint all committee members. Committee members may be terminated at any time by a majority vote of the Board of Trustees.

ARTICLE X

Limitation of Liability
Trustees shall not be personally liable for monetary damages for any action taken, or any failure to take any action, unless (a) the trustee has breached or failed to perform the duties of the trustee's office as set forth under the Non-Profit Corporation Law of 1988, as amended; and (b) the breach or failure to perform constitutes self-dealing, willful misconduct, or recklessness. The provisions of this paragraph shall not apply to the responsibility or liability of a trustee pursuant to any criminal statute or the liability of a trustee for the payment of taxes pursuant to local, state or federal law. Any repeal or modification of this Section shall be prospective only, and shall not affect, to the detriment of any trustee, any limitation on the personal liability of a trustee of the corporation existing at the time of such repeal or modification.

ARTICLE XI

Financial Procedures
The Treasurer or the Chief Administrative Officer or designee of the Corporation shall deposit the funds belonging to the school in a depository approved by the Board of Trustees and shall at the end of each month make a report to the Board of the amount of funds received and disbursed by him/her during the month. All deposits of school funds shall be made in the name of the Acclaim Cyber Charter School.

The Board of Trustees shall authorize the investment of school funds consistent with sound business practice. Examples of authorized types of investments for the school are:

(a) United States Treasury bills;

(b) Short term obligations of the United States government or its agencies or instrumentalities;

(c) Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository;
(d) Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth of Pennsylvania, or of any political subdivision of the Commonwealth of Pennsylvania, or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision;

(f) Interest bearing accounts approved by the Board.
ARTICLE XII
Community Input
The Board of Trustees shall seek continued input from community groups, parents, students, professionals and such other individuals or organizations, as it deems appropriate on issues involving education. As the Board deems appropriate, the Corporation shall participate in meetings with other educational institutions, community organizations, parents, students and such professional groups or organizations.

ARTICLE XIII
Insurance
The Board of Trustees shall have the power to authorize the Corporation to purchase and maintain at the Corporation's expense, insurance on behalf of the Corporation and others to the extent that power to do so has not been prohibited by applicable law.

ARTICLE XIV
Non-Discrimination Policy
The school will provide appropriate professional services consistent with the educational purposes of the school to children without regard to their race, color, sex or gender, national origin, religion, social status or disability.

ARTICLE XV
Procedures for Dismissal of an Employee
In cases of dishonesty, corporal punishment, child abuse, unsatisfactory performance, or blatant insubordination, the school may dismiss an employee immediately. In all other cases, an employee who is in violation of the rules will first be given a verbal warning. If this does not affect a change, it will be followed by a written warning. Suspension without pay, and finally dismissal may result from the employee's continued failure to follow the rules. When an employee is dismissed for cause, a written statement of dismissal including reasons will be given to the employee. In the event that the employee disputes the decision, a hearing will be provided by the Board of Trustees at its next regularly scheduled meeting.

ARTICLE XVI
Dissolution of Charter School
In the event of dissolution, all of the remaining assets and property shall after payment of necessary expenses thereof be distributed, according to charter legislation, proportionally to school entities with students enrolled in the charter school for the last full or partial year of the charter school providing the charter qualifies under Section 501 (c) (3) of the Internal Revenue Code of 1986.

ARTICLE XVII
Amendments
Amendment of By-Laws. The Board of Trustees may amend or repeal these bylaws by vote of a majority of the Trustees present at a meeting duly called for this purpose. Each member of the Board shall receive notice and a copy of any proposed amendment to the by-laws at least ten days prior to the meeting when the vote is taken.
Social Studies Scope and Sequence

Student Competencies

1st Grade

Understand why schools are important
Describe the need for rules in the home, school and community
Identify school workers
Understand community rules and laws
Locate places of significance on maps
Describe the role of public officials, including the President
Understand the difference between a direct democracy and a representative democracy
Understand American individualism and freedom
Recognize the use of symbols on a map
Identify Africa as a continent
Understand the characteristics of good citizenship
Discuss responsibilities that accompany rights
Identify places on a map, such as, local community, state and United States
Compare and contrast a map to an aerial view
Identify physical characteristics of places such as landforms and bodies of water
Recognize the globe as a model of the Earth
Identify the four cardinal directions
Understand the importance of natural resource
Recognize the need to protect resources for the future
Understand how the environment affects the types of homes people have
Recognize that Egypt was one of the oldest civilizations
Recognize how language affects our culture
Identify the roles of people in a group
Explain how families meet basic human needs
Define culture
Understand the importance of beliefs and traditions in families
Discuss how the environment affects the food people eat
Use scale to measure distance on a map
Describe how holidays and celebrations preserve family culture
Understand the diverse backgrounds of Americans
Discuss how people share their customs and traditions
Understand family relationships
Recognize change over time
Discuss families of today and long ago
Identify how changes in a community affect the people who live there
Understand how Native Americans were the first people on North and South America
Describe the observation of holidays past and present
Identify the characteristics of good citizenship
Identify and trace routes on a map
2nd Grade

Define community
Understand the responsibilities of citizens to the community
Describe the different roles people play in their family, school, and community
Recognize the need for cooperation in a group
Describe a community
Locate communities, states, the United States and selected countries on maps and globes
Understand the difference between wants and needs
Understand the meaning of patriotism
Identify the functions of the government
Describe a community government
Recognize the importance of leaders throughout history
Compare and contrast the roles of mayor and governor
Identify and explain map symbols
Compare and contrast the roles of public officials
Identify and explain selected symbols and patriotic symbols
Describe some characteristics of good citizenship
Differentiate between fact and opinion
Explain the efforts to save the American Bald Eagle from extinction
Understand how the geography of the earth varies from place to place
Identify physical characteristics of various landforms and bodies of water
Use symbols, colors, and labels on maps
Use a globe to find the poles, cardinal directions, and the equator
Explain how people depend on the physical environment and its natural resources to satisfy their basic needs
Categorize information from a table
Explain how science and technology have changed by examining primary sources
Describe how certain conditions affect activities and settlement patterns
Identify ways people can conserve and replenish natural resources
Use a decision making process in various situations
Identify Inuit as a Native American culture
Recognize the differences in cultures
Explore the diversity of the United States
Define culture
Recognize how explorers led the way for settlement in new places
Name examples of family traditions
Identify cultural holidays celebrated in different communities
Identify and explain expressions of culture in communities
Describe how science and technology have changed communication
Use a map key to identify regions
3rd Grade

Recognize and define the meaning of community
Identify the basic needs of all people and how their needs are met in a community
Distinguish between the terms of culture and custom
Discuss the purpose of laws and rules
Review the need for and the consequences of breaking the law
Become proficient in utilizing map skills.
Understand the use and concept of timelines.
Employ the new proficiency in practice
Define the function and importance of primary and secondary sources when studying Social Studies
Comprehend the formation and basic concepts of the United States government
Examine and clarify the function of each of the three branches of our government
Understand the rights and responsibilities of United States citizens.
Review the traits of a good citizen and the importance of voting
Describe national symbols and their significance
Define geography and its importance
Identify the physical properties of geography
Define and discuss various landforms and bodies of water
Research the geographic features of communities
Read a landform map
Define a natural resource
Recognize the importance of natural resources and the need to protect them
Analyze the affect a geographic location has on the way people live
Determine the human characteristics of a region
Define culture and discover its importance to the development of our American culture
Identify local, state and national heroes
Discover the United States’ early immigration patterns
Learn how the United States is a land of diversity and enriched by the culture and heritage of all citizens
Describe the reasons some things in a community change over time and others stay the same
Recognize historical time concepts in terms of years, decades, centuries and millenniums
Learn how the present is connected to the past and the importance of history to our communities
Study communities in ancient times
Identify early North American Explorers
Locate the United States on a map
Explore the early history of the country and the establishment of our country
Describe the growth and expansion of the United States after the Revolutionary War
Discover the importance of Lewis and Clark’s expedition to the development of the United States
Understand that changes in communication and transportation transformed the United States in the nineteenth century
Explain how inventions change the ways people live and work
Review the concept of money and how people earn money
Define the term economy and the importance of being of thoughtful consumer
Discover methods people use to earn, save and spend money
Analyze the functions of banks and investments
Discuss the importance of wise economic choices
Understand the difference between a need and a want
Define the term geography and the application of its five themes
Demonstrate a clear understanding of the use of maps and globes
Interpret the key elements used to read a map/globe
Identify the seven continents and oceans of the world
Locate North America and the United States on a map
Define the major landforms, climates, natural resources and river systems of the US
Define the concept of world regions.
Explain that a region is determined by its physical, economic and cultural characteristics
Locate and describe the regions of the US
Identify the physical locations, regions, landforms, climate and natural resources of PA
Locate and discuss the regions of the United States
Identify the New England States and their landforms, climate and resources
Identify the Middle Atlantic States and describe the area’s natural resources, climate, and landforms.
Discuss the Middle Atlantic States early history
Identify and describe PA’s first people
Identify the first European settlements in PA
Identify South/Appalachian States on a map and discuss history
Locate Southeast and Gulf States on a map and discuss land use and important cash crops.
Identify South Central States location on map and key landforms
Explain the history and importance of the Rio Grande River
Study the land island life of Puerto Rico and the US Virgin Islands and their relationship with the United States
Examine the relationship between William Penn and the Native Americans
Locate Great Lake States on a map and identify landforms, climate, settlement patterns
Locate Plains States on a map and identify landforms, discuss importance of farming and way of life.
Review Pennsylvania’s history and use of natural resources.
Identify Mountain States and examine how the mountains affected travel and settlement of region.
Locate Pacific States on a map and describe landforms and assess the region’s climate.
Discuss how the discovery of gold, the Pony Express, the telegraph and Transcontinental Railroad linked the east coast of the US with the west coast.
Understand the political, economic and cultural contributions of individuals and groups to PA history
Discover ways in which immigrants have shaped life and culture in the US.
Review the principles and functions of the US Federal Government.
Understand the duties and responsibilities of US citizens.
Examine the free enterprise system and its relationship to the economic development of PA
5th Grade

Review the basic concepts and five themes of geography
Locate the countries major regions, landforms, waterways, vegetation and climatic regions
Identify our national, political, economic and cultural regions and discuss how people modify and adapt to their environments
Examine the United States’ earliest migration patterns and research the Native American way of life, culture, government and geographic tribal locations
Investigate the Renaissance, the empires of Central America and the fall of Constantinople
Assess the geographic, cultural and economic changes that these events brought to the world
Examine the colonies settled by Spain, France and England in the New World
Describe the introduction of slavery into the Americas
Investigate the English colonies of Jamestown and Plymouth Compare and contrast colonies
Explain who, when, where and why groups of Europeans colonized and settled in the New World.
Examine the New England colonies and their political/economical dependency on England.
Describe the important industries of New England and the colonies involvement in the transportation of enslaved people from Africa to colonies.
Explore and locate the Mid-Atlantic colonies and their way of life.
Describe the political and religious convictions that built the colonies.
Discover the human, economical and geographic factors that influenced the growth of the Southern colonies and plantations.
Compare and contrast the life of a plantation owner, worker and slave.
Assess importance of agriculture, major crops and port cities.
Examine how the conflict over land in North America led to the French and Indian War.
Discover events that led the colonist to war with Great Britain and the effect of the Declaration of Independence. Describe the importance of the Second Constitutional Congress.
Examine the major battles of the Revolutionary War.
Evaluate the purpose of the Constitutional Convention.
Summarize the events that led to the creation of the US Constitution.
Analyze the Confederation Period and importance of the Great Compromise
Study the Constitution and principals of the Preamble
Understand the importance of the Bill of Rights
Describe, analyze and identify the significance of the Louisiana Purchase
Explain the causes for the War of 1812
Review Jackson’s presidency and the Indian Removal Act
Realize the factors that contributed to Western Expansion
Examine all aspects of the Industrial Revolution
Discuss the causes of the Civil War and analyze the events that lead to the War
Define slavery, its inhumanity, importance to the Southern economy and elements relating to its abolition
Discuss the major battles of the Civil War and the impact of the Emancipation Proclamation
Resistance of captivity and the contributions of African Americans in the Civil War
Study the government plan for Reconstruction after the Civil War
Evaluate the challenges faced by the South after the War and the effect segregation had on the freed slaves
Understand the Homestead Act and its importance in the settlement of the West
Describe how the rise of new industries led to economic growth for the US in the late 1800’s
Discuss the causes of World War I
Analyze the Stock Market Crash of 1929
Understand that slavery was a divisive issue
Understand and explain the importance of civil responsibility
Understand the effects of the Fugitive Slave Act of 1850
Explain the causes, outcomes and countries involved in World War II
Discuss the Holocaust and the division of Germany
Describe how the US became a world leader after the War and why the Cold War began
Tell how individuals and groups in the US worked to gain equal rights
Learn why the US became involved in the Vietnam War
Examine how US international relations changed when the Cold War and Vietnam ended
Compare and contrast the changes in population and the economy of the United States since the early 19th century
Locate and learn about Mexico, Central America, the Caribbean, South America and Canada
Learn and locate the physical and political features of Europe, Russia and the Independent Republics
Discuss Greece’s achievements and influence on culture, science and politics in the world today
Describe Ancient Rome
Discuss Ancient Rome’s accomplishments, governments and the rise of Christianity
Explore the Middle Ages and why it was a time of great change in Western Europe
Explore the political and social changes in Europe resulting from the Renaissance
Learn how European trade and exploration changed the lives of many people on both sides of the Atlantic
Understand how the scientific, industrial and political revolutions transformed European society
Discuss Russia’s influence on world politics during the 20th century
Discuss the significance of the US Constitution and its framework
Study the US economy and its importance of a free enterprise system
Understand the human and physical characteristics of Canada
Describe the geographic features and ancient cultures of Latin America
Examine how historic events influenced the development of the Mexican government, economy and culture
Describe the location, climate and landforms of Central America and the Caribbean Islands
Explore the histories and governments of South America and the effects of both on its economy and culture today
Recognize how language affects our culture
Identify the roles of people in a group
Explain how families meet basic human needs
Define culture
Understand the importance of beliefs and traditions in families
Discuss how the environment affects the food people eat
Use scale to measure distance on a map
Describe how holidays and celebrations preserve family culture
Understand the diverse backgrounds of Americans
Discuss how people share their customs and traditions
Examine how the development of nationalism in Europe led to two World Wars and a Cold War during the 20th century
Discuss how following World War II, the Soviet Union was the most powerful country in Europe
Examine the political, economic and cultural aspects of life in Eastern Europe before and after the breakup of the Soviet Union
Realize that nations once under Soviet rule are now taking steps towards establishing new economies and democratic governments
Describe the reasons for the formation of the European Union
Study the governments, economies and cultures of the United Kingdom, Sweden, France, Germany and Poland
Discuss terrorism and life in the United States after 9/11/01
Describe the steps the US government has taken to make our lives more secure
## Language Arts Scope and Sequence

### Reading

<table>
<thead>
<tr>
<th>Concepts about Print</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold book right side up, turn pages correctly, move from front to back of book</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify information that different parts of a book provides (title, author, illustrator)</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know uppercase and lowercase letter names and match them</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know the order of the alphabet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate one-to-one correspondence between oral words and printed words</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and distinguish between letters, words, and sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recognize environmental print</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recognize distinguishing features of a paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recognize first name in print</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Phonological and Phonemic Awareness

<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and produce rhyming words in response to an oral prompt</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Count each syllable in a spoken word</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segment and blend syllables in spoken words</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segment and blend onset and rime in one-syllable words</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and produce words beginning with the same sound</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Phonemic Awareness

<table>
<thead>
<tr>
<th>Phonemic Awareness</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and isolate initial, final, and medial sounds in spoken words</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blend sounds orally to make words or syllables</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Segment a word or syllable into sounds</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count sounds in spoken words or syllables and syllables in words</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulate sounds in words (add, delete, and/or substitute phonemes)</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish long- and short-vowel sounds in orally stated single-syllable words</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Decoding and Word Recognition

<table>
<thead>
<tr>
<th>Decoding and Word Recognition</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read simple one-syllable and high-frequency (sight) words</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Phonics

<table>
<thead>
<tr>
<th>Phonics</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know sound-letter relationships and match sounds to letters</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate sounds from letters and blend those sounds to decode</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Consonants, consonant blends, and consonant digraphs</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Short and long vowels</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Phonograms/word families</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Word Structure

<table>
<thead>
<tr>
<th>Word Structure</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decode multisyllabic words with common word parts and spelling patterns</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Base words and inflected endings; plurals</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contractions and compound words</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefixes and suffixes</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Greek and Latin roots</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Decoding Strategies
- **Blending strategy:** Apply knowledge of sound-letter relationships to decode unfamiliar words
- Apply knowledge of word structure to decode unfamiliar words
- Use context along with sound-letter relationships and word structure to decode
- Self-monitor accuracy of decoding and self-correct

### Fluency
- Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing
- Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading
- Work toward appropriate fluency goals by the end of each grade
- Read regularly and with comprehension in independent-level material
- Read silently for increasing periods of time

### Vocabulary and Concept Development
- Recognize and understand selection vocabulary
- Understand content-area vocabulary and specialized, technical, or topical words

### Word Learning Strategies
- Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud
- Use knowledge of word structure to figure out meanings of words
- Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs
- Use grade-appropriate reference sources to learn word meanings
- Use picture clues to help determine word meanings
- Use new words in a variety of contexts
- Create and use graphic organizers to group, study, and retain vocabulary
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning

### Extend Concepts and Word Knowledge
- Academic language
- Classify and categorize
- Abbreviations
- Antonyms and synonyms
- Prefixes and suffixes
- Homographs and homophones
- Multiple-meaning words
- Related words and derivations
- Compound words
- Figurative language and idioms
- Descriptive words (location, size, color, shape, number, ideas, feelings)
- High-utility words (shapes, colors, question words, position/ directional words, \ and so on)
- Time and order words
- Word origins: etymologies/word histories; words from other languages, regions, or cultures
- Adages and sayings
- Analogies

### Reading Comprehension

### Comprehension Strategies
<table>
<thead>
<tr>
<th>Comprehension Skills</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use background knowledge before, during, and after reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Monitor and clarify by using fix-up strategies to resolve difficulties in meaning:</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>adjust reading rate, reread and read on, seek help from references sources and/or</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>other people, skim and scan</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Inferring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Questioning before, during, and after reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Visualize—use mental imagery</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summarize text</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recall and retell stories</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Important ideas (nonfiction) that provide clues to an author’s meaning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Text structure (nonfiction—such as cause/effect, chronological, compare/contrast,</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>description)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Story structure (fiction—such as plot, problem/solution)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Create and use graphic and semantic organizers, including outlines, notes, summaries</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use strategies flexibly and in combination</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Comprehension Skills**

- Author’s purpose
- Author’s viewpoint/bias
- Categorize and classify
- Cause and effect
- Compare and contrast
- Draw conclusions and make inferences
- Facts and details
- Fact and opinion (statements of fact and opinion)
- Follow directions/steps in a process
- Generalize
- Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)
- Main idea and supporting details
- Paraphrase
- Persuasive devices and propaganda
- Realism/fantasy
- Sequence of events

**Higher Order Thinking Skills**

- Analyze
- Analyze text with various organizational patterns
- Describe and connect the essential ideas, arguments, and perspectives of a text
- Evaluate and critique ideas and text
- Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge
- Make judgments about ideas and texts
- Hypothesize
- Make connections (text to self, text to text, text to world)
- Organize and synthesize ideas and information

**Literary Response and Analysis**

- Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)
- Recognize characteristics of a variety of genre
- Distinguish common forms of literature
<table>
<thead>
<tr>
<th>Literary Elements and Story Structure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character</strong></td>
<td>X</td>
</tr>
<tr>
<td>Recognize and describe traits, actions, feelings, and motives of characters</td>
<td>X</td>
</tr>
<tr>
<td>Analyze characters’ relationships, changes, and points of view</td>
<td>X</td>
</tr>
<tr>
<td>Analyze characters’ conflicts</td>
<td>X</td>
</tr>
<tr>
<td>Analyze the effect of character on plot and conflict</td>
<td>X</td>
</tr>
<tr>
<td><strong>Plot and Plot Structure</strong></td>
<td>X</td>
</tr>
<tr>
<td>Beginning, middle, end</td>
<td>X</td>
</tr>
<tr>
<td>Goal and outcome or problem and solution/resolution</td>
<td>X</td>
</tr>
<tr>
<td>Rising action, climax, and falling action/denouement; setbacks</td>
<td>X</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>X</td>
</tr>
<tr>
<td>Relate setting to problem/solution</td>
<td>X</td>
</tr>
<tr>
<td>Explain ways setting contributes to mood</td>
<td>X</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>X</td>
</tr>
<tr>
<td>Analyze and evaluate author’s use of setting, plot, character, and compare among authors</td>
<td>X</td>
</tr>
<tr>
<td>Identify similarities and differences of characters, events, and settings within or across selections/cultures</td>
<td>X</td>
</tr>
<tr>
<td><strong>Literary Devices</strong></td>
<td>X</td>
</tr>
<tr>
<td>Dialect</td>
<td>X</td>
</tr>
<tr>
<td>Dialogue and narration</td>
<td>X</td>
</tr>
<tr>
<td>Identify the speaker or narrator in a selection</td>
<td>X</td>
</tr>
<tr>
<td>Exaggeration/hyperbole</td>
<td>X</td>
</tr>
<tr>
<td>Figurative language: idiom, jargon, metaphor, simile, slang</td>
<td>X</td>
</tr>
<tr>
<td>Flashback</td>
<td>X</td>
</tr>
<tr>
<td>Foreshadowing</td>
<td>X</td>
</tr>
<tr>
<td>Formal and informal language</td>
<td>X</td>
</tr>
<tr>
<td>Humor</td>
<td>X</td>
</tr>
<tr>
<td>Imagery and sensory words</td>
<td>X</td>
</tr>
<tr>
<td>Mood</td>
<td>X</td>
</tr>
<tr>
<td>Personification</td>
<td>X</td>
</tr>
<tr>
<td>Point of view (first-person, third-person, omniscient)</td>
<td>X</td>
</tr>
<tr>
<td>Puns and word play</td>
<td>X</td>
</tr>
<tr>
<td>Sound devices and poetic elements</td>
<td>X</td>
</tr>
<tr>
<td>Alliteration, assonance, onomatopoeia</td>
<td>X</td>
</tr>
<tr>
<td>Rhyme, rhythm, repetition, and cadence</td>
<td>X</td>
</tr>
<tr>
<td>Word choice</td>
<td>X</td>
</tr>
<tr>
<td>Symbolism</td>
<td>X</td>
</tr>
<tr>
<td>Tone</td>
<td>X</td>
</tr>
<tr>
<td><strong>Author’s and Illustrator’s Craft</strong></td>
<td>X</td>
</tr>
<tr>
<td>Distinguish the roles of author and illustrator</td>
<td>X</td>
</tr>
<tr>
<td>Recognize/analyze author’s and illustrator’s craft or style</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate author’s use of various techniques to influence readers’ perspectives</td>
<td>X</td>
</tr>
<tr>
<td><strong>Literary Response</strong></td>
<td>X</td>
</tr>
<tr>
<td>Recollect, talk, and write about books</td>
<td>X</td>
</tr>
<tr>
<td>Literary Appreciation/Motivation</td>
<td>X</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others</td>
<td>X</td>
</tr>
<tr>
<td>Read a variety of grade-level-appropriate narrative and expository texts</td>
<td>X</td>
</tr>
<tr>
<td>Read from a wide variety of genres for a variety of purposes</td>
<td>X</td>
</tr>
<tr>
<td>Read independently</td>
<td>X</td>
</tr>
<tr>
<td>Establish familiarity with a topic</td>
<td>X</td>
</tr>
<tr>
<td>Organize ideas in a logical progression, such as chronological order or order of importance</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend basic plots of classic tales from around the world</td>
</tr>
<tr>
<td>Compare and contrast tales from different cultures</td>
</tr>
<tr>
<td>Develop attitudes and abilities to interact with diverse groups and cultures</td>
</tr>
<tr>
<td>Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives</td>
</tr>
<tr>
<td>Compare language and oral traditions (family stories) that reflect customs, regions, and cultures</td>
</tr>
<tr>
<td>Recognize themes that cross cultures and bind them together in their common humanness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Concepts About Print for Writing</td>
</tr>
<tr>
<td>Write uppercase and lowercase letters</td>
</tr>
<tr>
<td>Print own name and other important words</td>
</tr>
<tr>
<td>Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning</td>
</tr>
<tr>
<td>Write consonant-vowel-consonant words</td>
</tr>
<tr>
<td>Dictate messages or stories for others to write</td>
</tr>
<tr>
<td>Create own written texts for others to read; write left to right on a line and top to bottom on a page</td>
</tr>
<tr>
<td>Participate in shared and interactive writing</td>
</tr>
<tr>
<td>Traits of Writing</td>
</tr>
<tr>
<td>Focus/Ideas</td>
</tr>
<tr>
<td>State a clear purpose and maintain focus; sharpen ideas</td>
</tr>
<tr>
<td>Use sensory details and concrete examples; elaborate</td>
</tr>
<tr>
<td>Delete extraneous information</td>
</tr>
<tr>
<td>Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Use graphic organizers to group ideas</td>
</tr>
<tr>
<td>Write coherent paragraphs that develop a central idea and have topic sentences and facts and details</td>
</tr>
<tr>
<td>Use transitions to connect sentences and paragraphs and establish coherence</td>
</tr>
<tr>
<td>Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length</td>
</tr>
<tr>
<td>Organize ideas in a logical progression, such as chronological order or order of importance</td>
</tr>
</tbody>
</table>
The Writing Process

Prewrite using various strategies  
Develop first drafts of single- and multiple-paragraph compositions  
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration  
Edit and proofread for correct conventions (spelling, grammar, usage, and mechanics)  
Publish own work

Writing Genres

Narrative writing (such as personal narratives, stories, biographies, autobiographies)  
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)  
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)  
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)  
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)  
Responses to literature

Writing Habits and Practices

Write on a daily basis  
Use writing as a tool for learning  
Write independently for extended periods of time

Written and Oral English Language Conventions

Grammar and Usage in Speaking and Writing

Sentences  
Correct word order in written sentences  
Types (declarative, interrogative, exclamatory, imperative)  
Structure (complete, incomplete, simple, compound, complex, compound-complex)  
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)  
Fragments and run-on sentences

Word Choice  
Use clear, precise, appropriate language  
Use figurative language and vivid words  
Use sensory details, imagery, characterization  
Select effective vocabulary using word walls, dictionary, or thesaurus

Sentece  
Combine, elaborate, and vary sentences  
Write topic sentence, supporting sentences with facts and details, and concluding sentence  
Use correct word order

Conventions  
Use correct spelling and grammar; capitalize and punctuate correctly  
Correct sentence fragments and run-ons  
Use correct paragraph indentation

Note and Letter  
Use correct spelling and grammar; capitalize and punctuate correctly  
Correct sentence fragments and run-ons  
Use correct paragraph indentation

Voice  
Develop personal, identifiable voice and an individual tone/style  
Maintain consistent voice and point of view  
Use voice appropriate to audience, message, and purpose
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases

Transitions and conjunctions to connect ideas; independent and dependent clauses

Varied sentence types and sentence openings to present effective style

Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles

Contractions

Usage

Subject-verb agreement

Pronoun agreement/referents

Misplaced modifiers

Misused words

Negatives; avoid double negatives

Mechanics in Writing

Capitalization (first word in sentence, proper nouns and adjectives, pronoun I, titles, months, days of the week, holidays, and so on)

Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)

Spelling

Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet

Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings

Vowels: short, long, r-controlled, digraphs, diphthongs, less-common vowel patterns, schwa

Use knowledge of word structure to spell

Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words

Greek and Latin roots, syllable patterns, multisyllabic words

Spell high-frequency, irregular words

Spell frequently misspelled words correctly, including homophones or homonyms

Use meaning relationships to spell

Listening and Speaking

Listening Skills and Strategies

Listen to a variety of presentations attentively and politely

Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions

Listen for a purpose

For enjoyment and appreciation

To expand vocabulary and concepts

To obtain information and ideas

To follow oral directions

To answer questions and solve problems

To participate in group discussions

To identify and analyze the musical elements of literary language

To gain knowledge of one's own culture, the culture of others, and the common elements of cultures

To respond to persuasive messages with questions or affirmations

Determine purpose of listening

Recognize formal and informal language

Connect prior experiences to those of a speaker

Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences

Paraphrase, retell, or summarize information that has been shared orally

Evaluate a speaker's delivery; identify tone, mood, and emotion
Interpret and critique a speaker’s purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions

**Speaking Skills and Strategies**
- Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention
  - Use proper intonation, volume, pitch, modulation, and phrasing
- Speak with a command of standard English conventions
- Use appropriate language for formal and informal settings
- Use visual aids to clarify oral presentations
- Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion
- Support opinions with detailed evidence and with visual or media displays
- Emphasize key points to assist listener
- Speak for a purpose
  - To ask and answer questions
  - To give directions and instructions
  - To retell, paraphrase, or explain information
  - To communicate needs and share ideas and experiences
  - To describe people, places, things, locations, events, and actions
  - To participate in conversations and discussions
  - To express an opinion
  - To recite poems or songs or deliver dramatic recitations, interpretations, or performances
  - To deliver oral responses to literature
  - To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)
  - Stay on topic; maintain a clear focus
  - Support spoken ideas with details and examples
  - Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)

**Viewing/Media**
- Interact with and respond to a variety of media for a range of purposes
- Compare and contrast print, visual, and electronic media
- Analyze media
- Evaluate media
- Recognize bias and propaganda in media message
- Recognize purpose and persuasion in media messages

**Research Skills**
- Understand and Use Graphic Sources
  - Advertisement
  - Chart/table
  - Diagram scale drawing
  - Graph (bar, circle, line, picture)
  - Illustration, photograph, caption, label
  - Map/globe
  - Poster/announcement
  - Schedule
  - Sign
  - Time line
- Understand and Use Reference Sources
<table>
<thead>
<tr>
<th>Study Skills and Strategies</th>
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</thead>
<tbody>
<tr>
<td>Know and use organizational features and parts of a book to locate information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use alphabetical order</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)</td>
<td>X</td>
<td>X</td>
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<td>Almanac</td>
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<td>X</td>
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<td>Atlas</td>
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<tr>
<td>Card catalog/library database</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Encyclopedia</td>
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<tr>
<td>Newspaper and newsletter</td>
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<td>Readers’ Guide to Periodical Literature</td>
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<td>Technology (on- and offline electronic media)</td>
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<td>Thesaurus</td>
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<thead>
<tr>
<th>Technology/New Literacies</th>
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<tbody>
<tr>
<td>Non-Computer Electronic Media</td>
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<tr>
<td>Audiotapes/CDs, videotapes/DVDs</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>Computer Programs/Services: Basic Operations and Concepts</th>
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<tbody>
<tr>
<td>Use accurate computer terminology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Create, name, locate, open, save, delete, and organize files</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Use basic keyboarding skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Use of Technology Systems and Software</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Work cooperatively and collaboratively with others; follow acceptable-use policies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Respect intellectual property</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

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<thead>
<tr>
<th>Information and Communication Technologies: Information Acquisition</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Use visual and nontextual features of online resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Internet inquiry</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify questions</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Locate, select, and collect information</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Analyze information
Evaluate electronic information sources for accuracy, relevance, bias
Understand bias/subjectivity of electronic content (about this site, author search, date created)
Synthesize information
Communicate findings
Use fix-up strategies (such as clicking Back, Forward, or Undo; redoing a search; trimming the URL)

Communication
Collaborate, publish, present, and interact with others
Use online resources (e-mail, bulletin boards, newsgroups)
Use a variety of multimedia formats

Problem Solving
Use technology resources for solving problems and making informed decisions
Determine when technology is useful

The Research Process
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research
Locate and collect information including using organizational features of electronic text
Take notes/record findings
Combine and compare information
Evaluate, interpret, and draw conclusions about key information
Paraphrase and summarize information
Make an outline
Organize content systematically
Communicate information
Write and present a report
Include citations
Respect intellectual property/avoid plagiarism
Select and organize visual aids
Personal. Relevant. Engaging.

Research has shown that when students are fully engaged in their learning, they feel a greater sense of ownership resulting in increased achievement. The Write-in Student Edition allows students to interact with and connect to science, making learning more personal. The Interactive Science Write-in Student Edition nurtures the inquisitive side of students and engages them in new and varied ways. Interactive Science makes all students really want to learn more about science and the world. It helps students develop scientific literacy so they better understand the world we live in. Organized into three distinct pathways—reading, inquiry, and digital—Interactive Science makes learning and teaching science personal, relevant, and engaging for both students and teachers.
Three Paths. Mix and Match all Three!

**Reading Path**
- Target Reading Skills, continual vocabulary support, and graphic organizers help students develop critical reading skills and strategies to uncover meaning when they read.
- Core content in the Write-in Student Editions as well as below-, on-, and advanced-Leveled Readers with built-in ELL support give students tools to become successful readers.

**Inquiry Path**
- ABCs of Inquiry—Activity Before Concept activities in the Write-in Student Edition engage students and set a purpose for reading.
- Scaffolded inquiry activities consist of directed, guided, and open inquiry options to allow students to move from teacher-directed to student-centered hands-on experiences.

**Digital Path**
- Interactive Science goes digital at myscienceonline.com. Untamed Science and Got It? 60-Second Videos, I Will Know activities, and Virtual Labs resources engage students in today’s digital world.
- Myscienceonline.com can be used for teacher-led instruction from a single computer, with an interactive whiteboard, or by students working at their own pace at school or at home.

**Program Overview**

Target all learners, teach it your way!

**Three Paths. Mix and Match all Three!**

**Lesson 3**

**What are phases of matter?**

**Envision It!**

- How does freezing affect the volume of water?
- Discuss the properties of liquid, solid, and gas.
- The volume increased.

**Materials**
- Ice cube
- Measuring cup
- Stove

**Explore It!**

**Phases of Matter**

Scientists have learned that all matter is made up of tiny particles. These particles are arranged in different ways and change. There are three main phases: solid, liquid, and gas. The particles in a solid are tightly packed and move very little. In a liquid, the particles are more spread out and can move more freely. In a gas, the particles are far apart and move quickly and randomly.

**Words to Know**
- phase of matter
- melting point
- boiling point

**Possible answers:**
- Clear, colorless, liquid, takes the shape of its container
- Cold, solid, hard

**Possible answer:**
- The mass remains the same.

**I will know that heating and cooling affect the motion of particles.**

**Materials**
- Plastic graduated cylinder
- Plastic bottle with water

**Words to Know**
- phase of matter
- melting point
- boiling point

**Possible answers:**
- The mass remains the same.

**Explain Your Results**

1. How did freezing affect the volume?
2. How do you think freezing affects the water's mass?
3. How does freezing affect the volume of water?
4. How do you think freezing affects the water's mass?

**Materials**
- Plastic graduated cylinder
- Plastic bottle with water

**Ways to Know**
- Draw a Conclusion
- Write a caption for the picture and include two phases of matter.

**Possible answers:**
- Liquid water is dripping from solid water, or ice.
# Scope and Sequence

<table>
<thead>
<tr>
<th>Science, Engineering, and Technology</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 The Nature of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is science?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 2 Solve Problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can you solve problems?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chapter 3 Living and Nonliving Things</td>
<td>Chapter 3 Living Things and Their Environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you tell about living things?</td>
<td>What do plants and animals need?</td>
<td></td>
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</tr>
<tr>
<td>Chapter 4 Plants and Animals</td>
<td></td>
<td>Chapter 4 Plants and Animals</td>
<td>Chapter 3 Plants and Animals</td>
</tr>
<tr>
<td>How do living things change as they grow?</td>
<td>How are living things alike and different?</td>
<td></td>
<td>How do plants, animals, and people live in their environment?</td>
</tr>
<tr>
<td>Chapter 5 Earth and Sky</td>
<td>Chapter 5 Earth and Sky</td>
<td></td>
<td>Chapter 5 Earth’s Materials</td>
</tr>
<tr>
<td>What are Earth and the sky like?</td>
<td>What can you tell about Earth and Sky?</td>
<td>What is Earth made of?</td>
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</tr>
<tr>
<td>Chapter 6 Weather</td>
<td></td>
<td>Chapter 6 The Solar System</td>
<td></td>
</tr>
<tr>
<td>How can you describe weather?</td>
<td>How does the sun affect Earth?</td>
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<tr>
<td>Chapter 7 Weather</td>
<td></td>
<td>Chapter 7 Weather</td>
<td>How does weather change over time?</td>
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<tr>
<td>How do living things grow and change?</td>
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</tbody>
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<thead>
<tr>
<th>Life Science</th>
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<tbody>
<tr>
<td>Chapter 3 Living Things and Their Environments</td>
<td>Chapter 4 Growing and Changing</td>
</tr>
<tr>
<td>What do plants and animals need?</td>
<td>How do living things grow and change?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Earth Science</th>
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</thead>
<tbody>
<tr>
<td>Chapter 6 Objects</td>
<td>Chapter 7 Matter and Mixtures</td>
</tr>
<tr>
<td>What are objects like?</td>
<td>What are matter and mixtures?</td>
</tr>
<tr>
<td>Chapter 7 Matter</td>
<td>Chapter 8 Energy</td>
</tr>
<tr>
<td>How can you describe matter?</td>
<td>What can energy do?</td>
</tr>
<tr>
<td>Chapter 8 Motion</td>
<td>Chapter 9 Movement</td>
</tr>
<tr>
<td>How can you describe ways objects move?</td>
<td>How do energy and forces make objects move?</td>
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</tbody>
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<thead>
<tr>
<th>Physical Science</th>
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<tbody>
<tr>
<td>Chapter 6 Objects</td>
<td>Chapter 7 Matter and Mixtures</td>
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<tr>
<td>What are objects like?</td>
<td>What are matter and mixtures?</td>
</tr>
<tr>
<td>Chapter 7 Matter</td>
<td>Chapter 8 Energy</td>
</tr>
<tr>
<td>How can you describe matter?</td>
<td>What can energy do?</td>
</tr>
<tr>
<td>Chapter 8 Motion</td>
<td>Chapter 9 Movement</td>
</tr>
<tr>
<td>How can you describe ways objects move?</td>
<td>How do energy and forces make objects move?</td>
</tr>
</tbody>
</table>
## Scope and Sequence

### Grade 3
- Chapter 1: The Nature of Science
- Chapter 2: Technology and Design
- Chapter 3: Plants
- Chapter 4: Living Things
- Chapter 5: Ecosystems
- Chapter 6: Earth and Weather
- Chapter 7: Earth and Our Universe
- Chapter 8: Matter

### Grade 4
- Chapter 1: The Nature of Science
- Chapter 2: Technology and Design
- Chapter 3: Plants and Animals
- Chapter 4: Ecosystems
- Chapter 5: Earth’s Resources
- Chapter 6: Earth and Space
- Chapter 7: The Water Cycle and Weather
- Chapter 8: Earth’s Surface
- Chapter 9: Energy and Its Forms
- Chapter 10: Matter and Its Properties

### Grade 5
- Chapter 1: Inquiry and Technology
- Chapter 2: Design and Function
- Chapter 3: Classifying Organisms
- Chapter 4: Growth and Survival
- Chapter 5: Human Body Systems
- Chapter 6: Ecosystems
- Chapter 7: The Water Cycle and Weather
- Chapter 8: Earth’s Surface
- Chapter 9: Energy and Its Forms
- Chapter 10: Matter and Its Properties
- Chapter 11: Forces and Motion
- Chapter 12: Changing Forms of Energy
Program Overview

Components for Students

Write-in Student Edition—Your All-In-One Resource

Reading Resources

Write-in Student Editions (Grades 1–5)

- Engage with the page interactivities provide opportunities for students to comprehend what they read. Underlining, drawing examples, labeling diagrams with arrows, completing charts and graphs, circling, and completing graphic organizers are all designed for students to master science content.
- Inquiry activities are embedded throughout the Write-in Student Edition at the chapter, lesson, and unit levels.

Below-, On-, and Advanced-Level Readers with ELL Support (Grades K–5)*

- Three content leveled readers per chapter reinforce the same key science content at below, on, and advanced levels.
- Reading support flaps provide before, during, and after reading strategies to not only help ELL students but also all students increase their reading comprehension.

* Two content leveled readers, on-level and advanced, are available for Kindergarten.

6 Interactive Science
Lesson Content.

Spanish for quick ways to introduce, review, and reinforce references to Write-in Student Edition.

Student Edition eText within the digital path uses point-of-use references to Write-in Student Edition.

Additional Resources Include:

Untamed Science Videos DVD Grades K–5
Have students join the Untamed Science team as they explore, explain, and uncover clues to answer the Big Question.

Science Songs CD (Grades K–2)
Mindpoint Quiz CD Show (Grades 1–5)
**Components for Teachers**

**Teacher’s Edition and Resource Package (Grades 1–5)**
Chapter booklets make planning easier by providing point-of-use resources and blackline masters for lessons, inquiry activities, school-to-home letters, and assessments.

**Science Test Prep book (Grades 1–5)**
This resource contains Diagnostic Assessments, Unit Benchmark Tests and an End-of-Year Practice Test in standardized test format.

**Multi-Disciplinary Center Flip Chart (Grades K–2)**
Use center-time to integrate science with math, writing, social studies, and art with this tabletop flip chart. A Teacher’s Guide is also available.

**Social Studies and Language Arts Connections Book (Grades 3–5)**
These blackline masters provide students with opportunities to connect science with social studies and language arts and emphasize preparing students for state tests.

**ELL Handbook (Grades K–2 and Grades 3–5)**
This professional development resource includes best practices, instructional strategies, and current research for effectively teaching ELL students.
Your Right There Resources!

Activity Placemats and Activity Cards (Grades K–5)
- Each inquiry lab has its own activity bag with kit materials.
- A *30 Second Lab Setup* placemat is included for each lab. Differentiate learning with Investigate It! activities that include direct, guided, and open inquiry options on a laminated activity card.

Material Kit configurations include:
- Grade Level Kit Materials
- LabWare Kit Materials
- Refill Kits
- Safety Kit

Digital Resources

Interactive Science Digital Path (Grades K–5)
- Whether a novice or an expert with technology, *Interactive Science* offers digital resources that can be used with a single computer and LCD projector, computer stations, or with interactive whiteboard technology.
- Use the Preference Navigator to access lesson plans with interdisciplinary connections that match the way you teach. Whether you prefer to teach science through reading, inquiry, or digital technology, your personalized lesson plan is just a click away.
- Teacher Resources and Downloads provide access to key program resources such as editable blackline masters and reference materials.
- Success Tracker, an online student assessment and data management system, provides instant feedback and remediation based on student performance.

Additional Resources Include:
ExamView (Grades 1–5)
Activity DVD (Grades K–5)

Readers’ Theater Handbook “To Be a Scientist” (Grades K–2)
- Provide engaging reading selections with the theme of “To Be a Scientist” with this blackline master resource.
- Real-life examples of science in everyday life build vocabulary, develop concepts, and strengthen comprehension.

STEM Activity Book (Grades K–5)
Have students perform engaging activities from this blackline master that connect science, technology, engineering, and math (STEM).

Teacher’s Edition eText online for instructional support.
Dear Parents,

*Interactive Science* is more than a typical science book. Your child’s book has several key features—interactivities, science inquiries, online content, and complete coverage of science content. While your child learns about science, he or she will also apply reading skills to science texts and practice mathematical concepts.

The *Interactive Science* book is your child’s to keep. He or she will practice good study skills by interacting with the text and images. Encourage your child to personalize the book by highlighting words or sentences or by writing notes in the columns. Each chapter begins with a Big Question. You and your child can answer the question at the beginning of the chapter and compare how your answers change after completing it.

The book also contains a science inquiry program and online content. You and your child can do the At-Home Labs together, which are quick activities that review and extend lesson content. Digital resources provide online videos, games, and extra lesson content. Look for the myscienceonline.com icons in your child’s book to indicate when key online features are available.

Remember, this is your child’s program, so please encourage him or her to take advantage of all it has to offer. Interact with inquiry, interact online, and interact with the book!

Sincerely,

______________________________________________

Science Teacher

To learn more about Interactive Science and to see how your child is progressing through the program, go to [InteractiveScience.com](http://InteractiveScience.com)
Carta de la escuela al hogar

Estimados familiares,

Ciencias interactivas no es un libro de ciencias como los demás. El libro de su niño tiene varias características clave: actividades interactivas, indagaciones científicas, material en Internet y cobertura total de ciencias. Mientras su niño aprende ciencias podrá aplicar destrezas de lectura al leer textos de ciencias y también practicará conceptos matemáticos.

Su niño podrá quedarse con el libro de Ciencias interactivas. Al interactuar con el texto y las ilustraciones del libro, su niño desarrollará buenos hábitos de estudio. Animen a su niño a subrayar palabras u oraciones y a tomar notas en los espacios en blanco, para personalizar su libro. Cada capítulo comienza con una Gran pregunta. Ustedes y su niño pueden responder la pregunta al principio del capítulo y comparar cómo cambia su respuesta después de completarlo.

Este programa también contiene un programa de indagación científica y actividades en Internet. Ustedes y su niño pueden hacer las actividades de Laboratorio en casa, que son actividades rápidas para repasar y ampliar el contenido de las lecciones. Los recursos digitales ofrecen videos, juegos y contenido académico adicional. Busquen en el libro los símbolos de myscienceonline.com, que indican elementos clave del programa disponibles en Internet.

Recuerden que este programa es para su niño, por eso deben motivarlo a sacarle provecho a todo lo que le ofrece. ¡Interactúen con la indagación, interactúen en Internet e interactúen con el libro!

Atentamente,

Maestro de ciencias

Para aprender más sobre Ciencias interactivas y ver el progreso de su niño en el programa, visiten InteractiveScience.com

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Common Core

Standards for Mathematical Practice
Throughout the program, students at every grade level
✔ Make sense of problems and persevere in solving them.
✔ Reason abstractly and quantitatively.
✔ Construct viable arguments and critique the reasoning of others.
✔ Model with mathematics.
✔ Use appropriate tools strategically.
✔ Attend to precision.
✔ Look for and make use of structure.
✔ Look for and express regularity in repeated reasoning.

Common Core Domains

39 Counting and Cardinality
   (Grade K)

40 Operations and Algebraic Thinking
   (Grades K–5)

43 Expressions and Equations
   (Grade 6)

44 Number and Operations in Base Ten
   (Grades K–5)

47 Number and Operations—Fractions
   (Grades 3–5)

49 The Number System
   (Grade 6)

50 Ratios and Proportional Relationships
   (Grade 6)

51 Measurement and Data
   (Grades K–5)

55 Statistics and Probability
   (Grade 6)

56 Geometry
   (Grades K–6)
## Domain: Counting and Cardinality

<table>
<thead>
<tr>
<th>Know number names and the count sequence.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count to 100 by ones.</td>
<td>K.CC.1</td>
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<td>Topic 6</td>
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<tr>
<td>Count to 100 by tens.</td>
<td>K.CC.1</td>
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<tr>
<td></td>
<td>Topic 6</td>
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<tr>
<td>Count forward from a given number.</td>
<td>K.CC.2</td>
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<tr>
<td>Write numbers from 0 to 20.</td>
<td>K.CC.3</td>
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<tr>
<td></td>
<td>Topics 4–6</td>
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<tr>
<td>Represent up to 20 objects with a written numeral.</td>
<td>K.CC.3</td>
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<tr>
<td></td>
<td>Topics 1–3, 5</td>
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</tbody>
</table>

| Count to tell the number of objects.                                                                       | K.CC.4  |         |         |         |         |         |         |
|                                                                                                           |         |         |         |         |         |         |         |
| Understand the relationship between numbers and quantities.                                               | K.CC.4  |         |         |         |         |         |         |
|                                                                                                           | Topics 1–3 |     |         |         |         |         |         |
| Connect counting to cardinality.                                                                          | K.CC.4  |         |         |         |         |         |         |
|                                                                                                           |         |         |         |         |         |         |         |
| Count objects, saying the number names in the standard order.                                             | K.CC.4.a |         |         |         |         |         |         |
|                                                                                                           | Topics 1, 3 |     |         |         |         |         |         |
| Pair each object counted with one and only one number name and vice versa.                               | K.CC.4.a |         |         |         |         |         |         |
|                                                                                                           | Topics 1, 3 |     |         |         |         |         |         |
| Connect the last number name said to the number of objects counted.                                       | K.CC.4.b |         |         |         |         |         |         |
|                                                                                                           | Topics 1–3, 5, 6 |     |         |         |         |         |         |
| Understand that the number of objects is the same regardless of how they were counted.                   | K.CC.4.b |         |         |         |         |         |         |
|                                                                                                           | Topics 1, 5 |     |         |         |         |         |         |
| Understand that each successive number name represents one more.                                          | K.CC.4.c |         |         |         |         |         |         |
|                                                                                                           | Topics 2–4, 6 |     |         |         |         |         |         |
| Count up to 10 things in a scattered configuration.                                                        | K.CC.5  |         |         |         |         |         |         |
|                                                                                                           | Topics 1, 6 |     |         |         |         |         |         |
| Count up to 20 things in a line, rectangular array, or circle.                                            | K.CC.5  |         |         |         |         |         |         |
|                                                                                                           | Topics 1, 6 |     |         |         |         |         |         |
| Count out up to 20 objects.                                                                              | K.CC.5  |         |         |         |         |         |         |
|                                                                                                           | Topics 1–3, 6 |     |         |         |         |         |         |

| Compare numbers.                                                                                          | K.CC.6  |         |         |         |         |         |         |
|                                                                                                           |         |         |         |         |         |         |         |
| Compare the number of objects in two groups.                                                             | K.CC.6  |         |         |         |         |         |         |
|                                                                                                           | Topics 2, 4 |     |         |         |         |         |         |
| Compare two numbers between 1 and 10.                                                                   | K.CC.7  |         |         |         |         |         |         |
|                                                                                                           | Topic 4 |         |         |         |         |         |         |
## Domain: Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Represent addition using a variety of models.</td>
<td>K.OA.1</td>
<td></td>
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<tr>
<td>Topics 4, 7</td>
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<tr>
<td>Represent subtraction using a variety of models.</td>
<td>K.OA.1</td>
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<tr>
<td>Topics 4, 8</td>
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<tr>
<td>Add within 10 using objects and drawings.</td>
<td>K.OA.2</td>
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<td>Topic 7</td>
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<tr>
<td>Solve addition word problems within 10.</td>
<td>K.OA.2</td>
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<td>Topic 7</td>
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<tr>
<td>Subtract within 10 using objects and drawings.</td>
<td>K.OA.2</td>
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<td>Topic 8</td>
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<tr>
<td>Solve subtraction word problems within 10.</td>
<td>K.OA.2</td>
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<td>Topic 8</td>
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<tr>
<td>Decompose numbers less than or equal to 10.</td>
<td>K.OA.3</td>
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<td>Topic 9</td>
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<tr>
<td>Record decomposition of numbers less than or equal to 10.</td>
<td>K.OA.3</td>
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<td>Topic 9</td>
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<tr>
<td>Make 10 using objects and drawings.</td>
<td>K.OA.4</td>
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<td>Topic 9</td>
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<tr>
<td>Record how to make 10 using a drawing or equation.</td>
<td>K.OA.4</td>
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<td>Topic 9</td>
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<tr>
<td>Fluently add within 5.</td>
<td>K.OA.5</td>
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<td>Topic 7</td>
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<tr>
<td>Fluently subtract within 5.</td>
<td>K.OA.5</td>
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<td>Topic 8</td>
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<tr>
<td>Represent and solve problems involving addition and subtraction.</td>
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<tr>
<td>Add within 20 to solve word problems.</td>
<td>1.OA.1</td>
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<tr>
<td>Topics 1, 4, 5</td>
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<tr>
<td>Subtract within 20 to solve word problems.</td>
<td>1.OA.1</td>
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<td>Topics 2, 4, 6</td>
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<tr>
<td>Solve word problems within 20 with three addends.</td>
<td>1.OA.2</td>
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<td>Topic 5</td>
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<tr>
<td>Add within 100 to solve one-step word problems.</td>
<td>2.OA.1</td>
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<td>Topics 1–9</td>
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<tr>
<td>Add within 100 to solve two-step word problems.</td>
<td>2.OA.1</td>
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<tr>
<td>Topics 3–9</td>
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<tr>
<td>Subtract within 100 to solve one-step word problems.</td>
<td>2.OA.1</td>
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<tr>
<td>Subtract within 100 to solve two-step word problems.</td>
<td>2.OA.1</td>
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<td>Topics 3–9</td>
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<tr>
<td>Understand and apply properties of operations and the relationship between addition and subtraction.</td>
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<tr>
<td>Apply properties of operations as strategies to add.</td>
<td>1.OA.3</td>
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<td>Topics 1, 4, 5</td>
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<tr>
<td>Apply properties of operations as strategies to subtract.</td>
<td>1.OA.3</td>
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<tr>
<td>Understand subtraction as an unknown-addend problem.</td>
<td>1.OA.4</td>
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<tr>
<td>Add and subtract within 20.</td>
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<tr>
<td>Relate counting to addition.</td>
<td>1.OA.5</td>
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<tr>
<td>Relate counting to subtraction.</td>
<td>1.OA.5</td>
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<tr>
<td>Add within 20.</td>
<td>1.OA.6</td>
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<tr>
<td>Subtract within 20.</td>
<td>1.OA.6</td>
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## Domain Operations and Algebraic Thinking cont.

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<td><strong>Use the relationship between addition and subtraction.</strong></td>
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<td><strong>Fluently add within 20 using mental strategies.</strong></td>
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<td><strong>Fluently subtract within 20 using mental strategies.</strong></td>
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<td><strong>Work with addition and subtraction equations.</strong></td>
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<td><strong>Understand the meaning of the equal sign.</strong></td>
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<td><strong>Determine if equations involving addition are true or false.</strong></td>
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<td><strong>Determine the unknown whole number in an addition equation.</strong></td>
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<td><strong>Work with equal groups of objects to gain foundations for multiplication.</strong></td>
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<td><strong>Work with even and odd numbers.</strong></td>
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<td><strong>Express an even number as a sum of two equal addends.</strong></td>
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<td><strong>Use addition to find the total number of objects in rectangular arrays.</strong></td>
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<td><strong>Represent and solve problems involving multiplication and division.</strong></td>
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<td><strong>Interpret products of whole numbers.</strong></td>
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<td><strong>Interpret whole-number quotients of whole numbers.</strong></td>
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<td><strong>Use multiplication within 100 to solve word problems.</strong></td>
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<td><strong>Use division within 100 to solve word problems.</strong></td>
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<td><strong>Determine the unknown whole number in a multiplication equation.</strong></td>
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<td><strong>Determine the unknown whole number in a division equation.</strong></td>
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<td><strong>Understand properties of multiplication and the relationship between multiplication and division.</strong></td>
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<td><strong>Apply properties of multiplication.</strong></td>
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<td><strong>Apply properties of division.</strong></td>
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<td><strong>Understand division as an unknown-factor problem.</strong></td>
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<td><strong>Multiply and divide within 100.</strong></td>
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<td><strong>Fluently multiply within 100.</strong></td>
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<td><strong>Fluently divide within 100.</strong></td>
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<td><strong>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</strong></td>
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<td><strong>Solve two-step word problems.</strong></td>
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<td><strong>Assess the reasonableness of answers to two-step word problems.</strong></td>
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### Domain: Operations and Algebraic Thinking (cont.)

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<td>Identify and explain arithmetic patterns.</td>
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<td>3.OA.9</td>
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<td>Use the four operations with whole numbers to solve problems.</td>
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<td>Relate multiplication equations to multiplicative comparison.</td>
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<td>4.OA.1</td>
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<td>Distinguish multiplicative comparison from additive comparison.</td>
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<td>Multiply to solve word problems involving multiplicative comparison.</td>
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<td>Divide to solve word problems involving multiplicative comparison.</td>
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<td>4.OA.2</td>
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<td>Solve multi-step word problems.</td>
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<td>4.OA.3</td>
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<td>Assess the reasonableness of answers to multi-step word problems.</td>
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<td>Use algebraic equations to represent multi-step word problems.</td>
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<tr>
<td>Write and interpret numerical expressions.</td>
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<tr>
<td>Use parentheses, brackets, or braces in numerical expressions.</td>
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<td>5.OA.1</td>
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<td>Evaluate numerical expressions with parentheses, brackets, or braces.</td>
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<td>Write numerical expressions that record calculations.</td>
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<td>Interpret numerical expressions.</td>
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<td>Gain familiarity with factors and multiples.</td>
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<td>Find factor pairs.</td>
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<td>Recognize that a whole number is a multiple of each of its factors.</td>
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<td>Determine whether one number is a multiple of another.</td>
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<td>Identify prime or composite numbers.</td>
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<td>Generate and analyze patterns.</td>
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<td>Generate a number pattern that follows a given rule.</td>
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<td>4.OA.5</td>
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<td>Generate a shape pattern that follows a given rule.</td>
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<td>Describe features of a pattern.</td>
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<td>Analyze patterns and relationships.</td>
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<td>Generate two numerical patterns using two given rules.</td>
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<td>Identify relationships between corresponding terms in two numerical patterns.</td>
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<td>Form ordered pairs from two numerical patterns.</td>
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<td>Graph ordered pairs generated by two patterns.</td>
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### Domain: Expressions and Equations

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<td><strong>Apply and extend previous understandings of arithmetic to algebraic expressions.</strong></td>
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<td>Write numerical expressions with exponents.</td>
<td>6.EE.1</td>
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<td>Evaluate numerical expressions with exponents.</td>
<td>6.EE.1</td>
<td>Topic 1</td>
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<td>Read and write algebraic expressions.</td>
<td>6.EE.2</td>
<td>Topic 2</td>
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<td>Evaluate algebraic expressions.</td>
<td>6.EE.2</td>
<td>Topic 2</td>
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<td>Write algebraic expressions that record operations.</td>
<td>6.EE.2.a</td>
<td>Topic 2</td>
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<td>Identify parts of an expression using mathematical terms.</td>
<td>6.EE.2.b</td>
<td>Topic 2</td>
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<td>View one or more parts of an expression as a single entity.</td>
<td>6.EE.2.b</td>
<td>Topic 2</td>
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<td>Evaluate expressions at specific values of their variables.</td>
<td>6.EE.2.c</td>
<td>Topics 2, 3, 17</td>
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<td>Evaluate expressions that arise from formulas.</td>
<td>6.EE.2.c</td>
<td>Topic 17</td>
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<td>Evaluate expressions using Order of Operations.</td>
<td>6.EE.2.c</td>
<td>Topics 2, 3, 17</td>
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<td>Generate equivalent expressions.</td>
<td>6.EE.3</td>
<td>Topics 2, 4</td>
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<td>Identify when two expressions are equivalent.</td>
<td>6.EE.4</td>
<td>Topic 4</td>
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<td><strong>Reason about and solve one-variable equations and inequalities.</strong></td>
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<td>Determine the values from a specified set that make an equation true.</td>
<td>6.EE.5</td>
<td>Topics 3, 4</td>
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<tr>
<td>Determine the values from a specified set that make an inequality true.</td>
<td>6.EE.5</td>
<td>Topics 3, 15</td>
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<td>Solve problems by using variables to represent numbers and write expressions.</td>
<td>6.EE.6</td>
<td>Topics 2–4</td>
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<td>Understand how variables are used.</td>
<td>6.EE.6</td>
<td>Topics 2–4</td>
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<td>Write and solve equations of the form ( x + p = q ).</td>
<td>6.EE.7</td>
<td>Topics 4, 9, 17</td>
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<tr>
<td>Write and solve equations of the form ( px = q ).</td>
<td>6.EE.7</td>
<td>Topics 4, 9, 17</td>
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<td>Write an inequality of the form ( x &gt; c ) or ( x &lt; c ).</td>
<td>6.EE.8</td>
<td>Topic 15</td>
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<tr>
<td>Recognize that inequalities of the form ( x &gt; c ) or ( x &lt; c ) have infinitely many solutions.</td>
<td>6.EE.8</td>
<td>Topic 15</td>
<td></td>
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<tr>
<td>Represent solutions of inequalities on number lines.</td>
<td>6.EE.8</td>
<td>Topic 15</td>
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<tr>
<td><strong>Represent and analyze quantitative relationships between dependent and independent variables.</strong></td>
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<tr>
<td>Use variables to represent two quantities that change in relationship to one another.</td>
<td>6.EE.9</td>
<td>Topics 11, 12, 15</td>
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<tr>
<td>Analyze relationships between dependent and independent variables.</td>
<td>6.EE.9</td>
<td>Topics 11, 12, 15</td>
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</tbody>
</table>
## Domain: Number and Operations in Base Ten

### Work with numbers 11–19 to gain foundations for place value.

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
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<th>4</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compose and decompose numbers from 11 to 19 into ten ones and some further ones.</strong></td>
<td>K.NBT.1</td>
<td>Topics 10, 11</td>
<td></td>
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<tr>
<td><strong>Record composition or decomposition.</strong></td>
<td>K.NBT.1</td>
<td>Topics 10, 11</td>
<td></td>
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</tr>
<tr>
<td><strong>Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.</strong></td>
<td>K.NBT.1</td>
<td>Topics 10, 11</td>
<td></td>
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</tbody>
</table>

### Extend the counting sequence.

<table>
<thead>
<tr>
<th>K</th>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td><strong>Count to 120 from a given number.</strong></td>
<td>1.NBT.1</td>
<td>Topic 7</td>
<td></td>
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</tr>
<tr>
<td><strong>Read and write numerals to 120.</strong></td>
<td>1.NBT.1</td>
<td>Topic 7</td>
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<tr>
<td><strong>Represent up to 120 objects with a written numeral.</strong></td>
<td>1.NBT.1</td>
<td>Topic 7</td>
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</tr>
</tbody>
</table>

### Understand place value.

<table>
<thead>
<tr>
<th>K</th>
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<th>3</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understand that the two digits of a two-digit number represent amounts of tens and ones.</strong></td>
<td>1.NBT.2</td>
<td>Topics 7–9</td>
<td></td>
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</tr>
<tr>
<td><strong>Understand that 10 can be thought of as a bundle of ten ones — called a “ten.”</strong></td>
<td>1.NBT.2.a</td>
<td>Topics 7, 8</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.</strong></td>
<td>1.NBT.2.b</td>
<td>Topic 7</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understand that the numbers 10, 20, ... 90 refer to one to nine tens (and 0 ones).</strong></td>
<td>1.NBT.2.c</td>
<td>Topics 7, 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compare two two-digit numbers and use the symbols &gt;, =, and &lt;.</strong></td>
<td>1.NBT.3</td>
<td>Topic 9</td>
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</tr>
<tr>
<td><strong>Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.</strong></td>
<td>2.NBT.1</td>
<td>Topic 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”</strong></td>
<td>2.NBT.1.a</td>
<td>Topic 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Understand that the numbers 100, 200, ... 900 refer to one to nine hundreds (and 0 tens and 0 ones).</strong></td>
<td>2.NBT.1.b</td>
<td>Topic 5</td>
<td></td>
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</tr>
<tr>
<td><strong>Count within 1000.</strong></td>
<td>2.NBT.2</td>
<td>Topics 5, 6, 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Skip-count by 5s, 10s, and 100s.</strong></td>
<td>2.NBT.2</td>
<td>Topic 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Read and write base-ten numerals to 1000.</strong></td>
<td>2.NBT.3</td>
<td>Topics 5, 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Read and write number names to 1000.</strong></td>
<td>2.NBT.3</td>
<td>Topics 5, 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Use expanded form for numbers to 1000.</strong></td>
<td>2.NBT.3</td>
<td>Topic 10</td>
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</tr>
<tr>
<td><strong>Compare two three-digit numbers and use the symbols &gt;, =, and &lt;.</strong></td>
<td>2.NBT.4</td>
<td>Topics 5, 10</td>
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</table>

### Generalize place value understanding for multi-digit whole numbers.

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize that a digit in one place represents ten times what it represents in the place to its right.</strong></td>
<td>4.NBT.1</td>
<td>Topics 3, 10</td>
<td></td>
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</tr>
<tr>
<td><strong>Read and write base-ten numerals for multi-digit numbers.</strong></td>
<td>4.NBT.2</td>
<td>Topic 3</td>
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<tr>
<td><strong>Read and write number names for multi-digit numbers.</strong></td>
<td>4.NBT.2</td>
<td>Topic 3</td>
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<tr>
<td><strong>Use expanded form for multi-digit numbers.</strong></td>
<td>4.NBT.2</td>
<td>Topic 3</td>
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</tr>
<tr>
<td><strong>Compare two multi-digit numbers and use the symbols &gt;, =, and &lt;.</strong></td>
<td>4.NBT.2</td>
<td>Topic 3</td>
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</tbody>
</table>
### Domain: Number and Operations in Base Ten (cont.)

<table>
<thead>
<tr>
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<th>3</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round multi-digit whole numbers to any place.</td>
<td></td>
<td></td>
<td></td>
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<td>4.NBT.3</td>
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</tr>
<tr>
<td><strong>Understand the place value system.</strong></td>
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</tr>
<tr>
<td>Understand how the value of a digit in one place compares to the value in the place to its right or left.</td>
<td></td>
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<td></td>
<td></td>
<td>5.NBT.1</td>
<td>Topics 1, 6, 7</td>
</tr>
<tr>
<td>Explain patterns of zeros when multiplying a number by powers of 10.</td>
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<td>5.NBT.2</td>
<td>Topics 3, 6</td>
</tr>
<tr>
<td>Use exponents to denote powers of 10.</td>
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<td>5.NBT.2</td>
<td>Topics 3, 6, 7</td>
</tr>
<tr>
<td>Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10.</td>
<td></td>
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<td>5.NBT.2</td>
<td>Topic 6</td>
</tr>
<tr>
<td>Explain patterns in the placement of the decimal point when a decimal is divided by a power of 10.</td>
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<td>5.NBT.2</td>
<td>Topic 7</td>
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<tr>
<td>Read and write decimals to thousandths.</td>
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<td>5.NBT.3</td>
<td>Topic 1</td>
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<tr>
<td>Compare decimals to thousandths.</td>
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<td></td>
<td></td>
<td>5.NBT.3</td>
<td>Topic 1</td>
</tr>
<tr>
<td>Read and write decimals to thousandths using base-ten numerals and number names.</td>
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<td>5.NBT.3.a</td>
<td>Topic 1</td>
</tr>
<tr>
<td>Use expanded form for decimals.</td>
<td></td>
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<td>5.NBT.3.a</td>
<td>Topic 1</td>
</tr>
<tr>
<td>Compare decimals to thousandths using the symbols $&gt;$, $=$, and $&lt;$</td>
<td></td>
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<td></td>
<td>5.NBT.3.b</td>
<td>Topic 1</td>
</tr>
<tr>
<td>Round decimals to any place.</td>
<td></td>
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<td></td>
<td>5.NBT.4</td>
<td>Topic 2</td>
</tr>
<tr>
<td><strong>Use place value understanding and properties of operations to add and subtract.</strong></td>
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<tr>
<td>Add a two-digit number and a one-digit number.</td>
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<td></td>
<td>1.NBT.4</td>
<td>Topics 9, 10</td>
</tr>
<tr>
<td>Add a two-digit number and a multiple of 10.</td>
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<td></td>
<td>1.NBT.4</td>
<td>Topics 9, 10</td>
</tr>
<tr>
<td>Understand place-value concepts involved in adding two-digit numbers.</td>
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<td></td>
<td>1.NBT.4</td>
<td>Topics 9, 10</td>
</tr>
<tr>
<td>Mentally find 10 more than a given number.</td>
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<td>1.NBT.5</td>
<td>Topics 9, 10</td>
</tr>
<tr>
<td>Mentally find 10 less than a given number.</td>
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<td>1.NBT.5</td>
<td>Topics 9, 11</td>
</tr>
<tr>
<td>Subtract multiples of 10.</td>
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<td>1.NBT.6</td>
<td>Topic 11</td>
</tr>
<tr>
<td>Fluently add within 100.</td>
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<td>2.NBT.5</td>
<td>Topics 1–3, 5–9</td>
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<tr>
<td>Fluently subtract within 100.</td>
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<td>2.NBT.5</td>
<td>Topics 1–3, 5–9</td>
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<tr>
<td>Add up to four two-digit numbers.</td>
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<td>2.NBT.6</td>
<td>Topics 5, 8, 9</td>
</tr>
<tr>
<td>Understand written methods for adding within 1000.</td>
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<td>2.NBT.7</td>
<td>Topics 7, 11</td>
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<tr>
<td>Understand place-value concepts for addition within 1000.</td>
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<td>2.NBT.7</td>
<td>Topics 7, 11</td>
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<tr>
<td>Subtract within 1000.</td>
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<td>2.NBT.7</td>
<td>Topics 7, 11</td>
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<tr>
<td>Understand place-value concepts for subtraction within 1000.</td>
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<td>2.NBT.7</td>
<td>Topics 7, 11</td>
</tr>
<tr>
<td>Mentally add 10 or 100.</td>
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<td>2.NBT.8</td>
<td>Topics 6, 10, 11</td>
</tr>
</tbody>
</table>
## Scope and Sequence

### Domain: Number and Operations in Base Ten

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Mentally subtract 10 or 100.</td>
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<tr>
<td>Explain why addition strategies work.</td>
<td></td>
<td></td>
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<td>2.NBT.8</td>
<td>Topics 7, 10, 11</td>
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<tr>
<td>Explain why subtraction strategies work.</td>
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<td>2.NBT.9</td>
<td>Topics 2, 5, 8, 11, 14</td>
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</tr>
<tr>
<td>Use place value understanding and properties of operations to perform multi-digit arithmetic.</td>
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<td></td>
<td>Use place value understanding and properties of operations to perform multi-digit arithmetic.</td>
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<tr>
<td>Round whole numbers to the nearest 10.</td>
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<td>3.NBT.1</td>
<td>Topics 1–3</td>
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<tr>
<td>Round whole numbers to the nearest 100.</td>
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<td>3.NBT.1</td>
<td>Topics 1–3</td>
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<tr>
<td>Fluently add within 1000.</td>
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<td>3.NBT.2</td>
<td>Topics 1–3</td>
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<tr>
<td>Fluently subtract within 1000.</td>
<td></td>
<td></td>
<td></td>
<td>3.NBT.2</td>
<td>Topics 1–3</td>
<td></td>
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</tr>
<tr>
<td>Fluently subtract within 1000 using the relationship between addition and subtraction.</td>
<td></td>
<td></td>
<td></td>
<td>3.NBT.2</td>
<td>Topics 1–3</td>
<td></td>
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</tr>
<tr>
<td>Multiply one-digit whole numbers by multiples of 10.</td>
<td></td>
<td></td>
<td></td>
<td>3.NBT.3</td>
<td>Topic 5</td>
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<tr>
<td>Fluently add multi-digit whole numbers using the standard algorithm.</td>
<td></td>
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<td></td>
<td>4.NBT.4</td>
<td>Topic 4</td>
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</tr>
<tr>
<td>Fluently subtract multi-digit whole numbers using the standard algorithm.</td>
<td></td>
<td></td>
<td></td>
<td>4.NBT.4</td>
<td>Topic 4</td>
<td></td>
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<tr>
<td>Multiply up to a four-digit number by a one-digit number.</td>
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<td></td>
<td>4.NBT.5</td>
<td>Topics 5–10</td>
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</tr>
<tr>
<td>Multiply two two-digit numbers.</td>
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<td>4.NBT.5</td>
<td>Topics 7–10</td>
<td></td>
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<tr>
<td>Model multi-digit multiplication.</td>
<td></td>
<td></td>
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<td>4.NBT.5</td>
<td>Topics 5–10</td>
<td></td>
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<tr>
<td>Divide up to four-digit dividends by one-digit divisors.</td>
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<td></td>
<td></td>
<td>4.NBT.6</td>
<td>Topics 9, 10</td>
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<tr>
<td>Model division of up to four-digit dividends by one-digit divisors.</td>
<td></td>
<td></td>
<td></td>
<td>4.NBT.6</td>
<td>Topics 9, 10</td>
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</tr>
<tr>
<td>Perform operations with multi-digit whole numbers and with decimals to hundredths.</td>
<td></td>
<td></td>
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<td>5.NBT.5</td>
<td>Topic 3</td>
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<tr>
<td>Fluently multiply multi-digit whole numbers using the standard algorithm.</td>
<td></td>
<td></td>
<td></td>
<td>5.NBT.5</td>
<td>Topic 3</td>
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<tr>
<td>Divide up to four-digit dividends by two-digit divisors.</td>
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<td></td>
<td>5.NBT.6</td>
<td>Topic 5</td>
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</tr>
<tr>
<td>Model division of up to four-digit dividends by two-digit divisors.</td>
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<td>5.NBT.6</td>
<td>Topics 4, 5</td>
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<tr>
<td>Add decimals to hundredths.</td>
<td></td>
<td></td>
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<td>5.NBT.7</td>
<td>Topic 2</td>
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<tr>
<td>Subtract decimals to hundredths.</td>
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<td></td>
<td></td>
<td>5.NBT.7</td>
<td>Topic 2</td>
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<tr>
<td>Subtract decimals using the relationship between addition and subtraction.</td>
<td></td>
<td></td>
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<td>5.NBT.7</td>
<td>Topic 2</td>
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<tr>
<td>Multiply decimals to hundredths.</td>
<td></td>
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<td>5.NBT.7</td>
<td>Topic 6</td>
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<tr>
<td>Divide decimals to hundredths.</td>
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<td>5.NBT.7</td>
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<td>Explain strategies used to perform decimal operations.</td>
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<td>5.NBT.7</td>
<td>Topics 2, 6, 7</td>
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</table>
## Domain: Number and Operations—Fractions

<table>
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<tr>
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<tbody>
<tr>
<td>Develop understanding of fractions as numbers.</td>
<td></td>
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<td><strong>3.NF.1</strong></td>
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<td>Interpret proper fractions.</td>
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<tr>
<td>Relate fractions to numbers on the number line.</td>
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<td><strong>3.NF.2</strong></td>
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<td>Interpret and show unit fractions on the number line.</td>
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<td><strong>3.NF.2.a</strong></td>
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<tr>
<td>Interpret and show fractions of the form (a/b) on the number line.</td>
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<td><strong>3.NF.2.b</strong></td>
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<tr>
<td>Explain equivalence of fractions.</td>
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<td><strong>3.NF.3</strong></td>
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<tr>
<td>Compare fractions by reasoning about their size.</td>
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<td>Relate fraction equivalence to size.</td>
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<tr>
<td>Relate fraction equivalence to the number line.</td>
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<tr>
<td>Generate and model equivalent fractions.</td>
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<td><strong>3.NF.3.b</strong></td>
<td>Topic 10</td>
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<tr>
<td>Compare two fractions with the same numerator or same denominator and use the symbols &gt;, =, or &lt;.</td>
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<td><strong>3.NF.3.d</strong></td>
<td>Topic 10</td>
<td></td>
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</tbody>
</table>

### Extend understanding of fraction equivalence and ordering.

|                     |   |   |   | **4.NF.1** |   |   |   |
| Explain why a fraction \(a/b\) is equivalent to a fraction \([n \times a]/[n \times b]\). |   |   |   | **4.NF.1** | Topic 11 |   |   |
| Recognize and generate equivalent fractions. |   |   |   | **4.NF.1** | Topic 11 |   |   |
| Compare two fractions with different numerators and different denominators and use the symbols >, =, or <. |   |   |   | **4.NF.2** | Topic 11 |   |   |

### Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

|                     |   |   |   | **4.NF.3** |   |   |   |
| Understand a fraction \(a/b\) with \(a > 1\) as a sum of fractions \(1/b\). |   |   |   | **4.NF.3** | Topic 12 |   |   |
| Interpret addition of fractions. |   |   |   | **4.NF.3.a** | Topic 12 |   |   |
| Interpret subtraction of fractions. |   |   |   | **4.NF.3.a** | Topic 12 |   |   |
| Decompose fractions. |   |   |   | **4.NF.3.b** | Topic 12 |   |   |
| Add mixed numbers with like denominators. |   |   |   | **4.NF.3.c** | Topic 12 |   |   |
| Subtract mixed numbers with like denominators. |   |   |   | **4.NF.3.c** | Topic 12 |   |   |
| Solve word problems involving addition of fractions with like denominators. |   |   |   | **4.NF.3.d** | Topic 12 |   |   |
| Solve word problems involving subtraction of fractions with like denominators. |   |   |   | **4.NF.3.d** | Topic 12 |   |   |
| Multiply a fraction by a whole number. |   |   |   | **4.NF.4** | Topic 13 |   |   |
| Understand a fraction \(a/b\) as a multiple of \(1/b\). |   |   |   | **4.NF.4.a** | Topic 13 |   |   |
| Understand that \(n \times [a/b] = (n \times a)/b\). |   |   |   | **4.NF.4.b** | Topic 13 |   |   |
| Solve word problems involving multiplication of a fraction by a whole number. |   |   |   | **4.NF.4.c** | Topic 13 |   |   |

### Understand decimal notation for fractions, and compare decimal fractions.

|                     |   |   |   | **4.NF.5** |   |   |   |
| Express a fraction with denominator 10 as an equivalent fraction with denominator 100. |   |   |   | **4.NF.5** | Topic 13 |   |   |
### Domain  Number and Operations—Fractions cont.

<table>
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<tr>
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<td><strong>4.NF.5</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.6</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
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<td>Use equivalent fractions to add two fractions with respective denominators 10 and 100.</td>
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<td>Topic 13</td>
<td><strong>4.NF.6</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
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<td>Use decimal notation for fractions with denominators 10 or 100.</td>
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<td><strong>Topic 13</strong></td>
<td><strong>4.NF.6</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
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<td>Use decimal notation to describe length.</td>
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<td><strong>4.NF.6</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
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<td>Show decimals on a number line.</td>
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<td><strong>Topic 13</strong></td>
<td><strong>4.NF.6</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
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<td>Compare two decimals to hundredths and use the symbols &gt;, =, and &lt;.</td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
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<td><strong>Use equivalent fractions as a strategy to add and subtract fractions.</strong></td>
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<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
<td><strong>Topic 13</strong></td>
<td><strong>4.NF.7</strong></td>
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<td>Add fractions with unlike denominators.</td>
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<td>5.NF.1</td>
<td>Topic 10</td>
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<td>Add mixed numbers with unlike denominators.</td>
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<td>Topic 10</td>
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<tr>
<td>Subtract fractions with unlike denominators.</td>
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<td>Topic 9</td>
<td>5.NF.1</td>
<td>Topic 10</td>
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<tr>
<td>Subtract mixed numbers with unlike denominators.</td>
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<td>Solve word problems involving addition of fractions.</td>
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<td>Solve word problems involving subtraction of fractions.</td>
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<td>5.NF.2</td>
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<tr>
<td>Estimate mentally and assess the reasonableness of a fraction sum or difference.</td>
<td>5.NF.2</td>
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<tr>
<td><strong>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</strong></td>
<td><strong>5.NF.3</strong></td>
<td><strong>Topic 11</strong></td>
<td><strong>5.NF.3</strong></td>
<td><strong>Topic 11</strong></td>
<td><strong>5.NF.3</strong></td>
<td><strong>Topic 11</strong></td>
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<td>Interpret a fraction as division.</td>
<td>5.NF.3</td>
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<td>5.NF.3</td>
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<tr>
<td>Solve word problems involving division of whole numbers with answers that are fractions or mixed numbers.</td>
<td>5.NF.3</td>
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<td>5.NF.3</td>
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<td>Multiply a whole number by a fraction.</td>
<td>5.NF.4</td>
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<tr>
<td>Multiply a fraction by a fraction.</td>
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<td>Interpret the product of a fraction and a whole number.</td>
<td>5.NF.4.a</td>
<td>Topic 11</td>
<td>5.NF.4.a</td>
<td>Topic 11</td>
<td>5.NF.4.a</td>
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<tr>
<td>Relate multiplication of fractions and the area of a rectangle with fractional side lengths.</td>
<td>5.NF.4.b</td>
<td>Topic 11</td>
<td>5.NF.4.b</td>
<td>Topic 11</td>
<td>5.NF.4.b</td>
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<tr>
<td>Interpret multiplication as scaling (resizing).</td>
<td>5.NF.5</td>
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<td>5.NF.5</td>
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<td>Predict the size of a product compared to the size of one factor on the basis of the size of the other factor.</td>
<td>5.NF.5.a</td>
<td>Topic 11</td>
<td>5.NF.5.a</td>
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<td>5.NF.5.a</td>
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<td>Explain the effect of multiplying a given number by a fraction greater than 1, less than 1, or equal to 1.</td>
<td>5.NF.5.b</td>
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<td>5.NF.5.b</td>
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<td>Solve real-world problems involving multiplication of fractions.</td>
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<td>Solve real-world problems involving multiplication of mixed numbers.</td>
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<td>Divide whole numbers and unit fractions.</td>
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<td>Interpret division of a unit fraction by a whole number.</td>
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<td>Interpret division of a whole number by a unit fraction.</td>
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<td>Solve real-world problems involving division of fractions and whole numbers.</td>
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</table>
## Domain: The Number System

### Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- Divide fractions.
  - 6.NS.1
  - Topic 9
- Solve word problems involving division of fractions by fractions.
  - 6.NS.1
  - Topic 9

### Compute fluently with multi-digit numbers and find common factors and multiples.

- Fluently divide multi-digit numbers using the standard algorithm.
  - 6.NS.2
  - Topics 3, 4
- Fluently add multi-digit decimals using the standard algorithm.
  - 6.NS.3
  - Topics 3, 6
- Fluently subtract multi-digit decimals using the standard algorithm.
  - 6.NS.3
  - Topics 3, 6
- Fluently multiply multi-digit decimals using the standard algorithm.
  - 6.NS.3
  - Topics 3, 6
- Fluently divide decimals using the standard algorithm.
  - 6.NS.3
  - Topics 3, 6
- Find the greatest common factor of two numbers.
  - 6.NS.4
  - Topic 5
- Find the least common multiple of two numbers.
  - 6.NS.4
  - Topic 7
- Use the distributive property.
  - 6.NS.4
  - Topic 5

### Apply and extend previous understandings of numbers to the system of rational numbers.

- Interpret positive and negative numbers.
  - 6.NS.5
  - Topic 10
- Show rational numbers on the number line.
  - 6.NS.6
  - Topics 9, 10
- Show points on the number line with negative number coordinates.
  - 6.NS.6
  - Topic 10
- Graph points with negative number coordinates.
  - 6.NS.6
  - Topic 10
- Interpret opposites of numbers.
  - 6.NS.6.a
  - Topic 10
- Relate signs of numbers in ordered pairs to quadrants of the coordinate plane.
  - 6.NS.6.b
  - Topic 10
- Relate signs of numbers in ordered pairs to reflections in the coordinate plane.
  - 6.NS.6.b
  - Topic 10
- Find and position integers on a horizontal or vertical number line.
  - 6.NS.6.c
  - Topic 10
- Find and position pairs of integers on a coordinate plane.
  - 6.NS.6.c
  - Topic 10
- Find and position pairs of rational numbers on a coordinate plane.
  - 6.NS.6.c
  - Topic 10
- Order rational numbers.
  - 6.NS.7
  - Topic 10
- Understand absolute value.
  - 6.NS.7
  - Topic 10
- Relate inequalities to number lines.
  - 6.NS.7.a
  - Topic 10
- Write, interpret, and explain ordering of rational numbers in real-world contexts.
  - 6.NS.7.b
  - Topic 10
- Interpret the absolute value of a rational number.
  - 6.NS.7.c
  - Topic 10
- Relate absolute value and order.
  - 6.NS.7.d
  - Topic 10
- Graph points in the coordinate plane.
  - 6.NS.8
  - Topic 10
- Find distances between points with the same first coordinate or the same second coordinate.
  - 6.NS.8
  - Topic 10
### Domain: Ratios and Proportional Relationships

<table>
<thead>
<tr>
<th>Understand ratio concepts and use ratio reasoning to solve problems.</th>
<th>K</th>
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</thead>
</table>
| Understand and apply the concept of a ratio.                       |   |   |   |   |   |   | **6.RP.1**  
| Topics 7, 12                                                      |   |   |   |   |   |   | **6.RP.2**  
| Understand the concept of a unit rate.                            |   |   |   |   |   |   | **6.RP.2**  
| Topics 12, 13                                                    |   |   |   |   |   |   | **6.RP.2**  
| Use rate language.                                               |   |   |   |   |   |   | **6.RP.2**  
| Topics 12, 13                                                    |   |   |   |   |   |   | **6.RP.2**  
| Solve problems involving ratios.                                   |   |   |   |   |   |   | **6.RP.3**  
| Topics 12–14                                                     |   |   |   |   |   |   | **6.RP.3**  
| Solve problems involving rates.                                   |   |   |   |   |   |   | **6.RP.3**  
| Topics 12–14                                                     |   |   |   |   |   |   | **6.RP.3**  
| Make tables of equivalent ratios.                                 |   |   |   |   |   |   | **6.RP.3.a**  
| Topic 13                                                          |   |   |   |   |   |   | **6.RP.3.a**  
| Find missing values in tables of equivalent ratios.              |   |   |   |   |   |   | **6.RP.3.a**  
| Topic 13                                                          |   |   |   |   |   |   | **6.RP.3.a**  
| On the coordinate plane, plot pairs of values given in tables of  |   |   |   |   |   |   | **6.RP.3.a**  
| equivalent ratios.                                               |   |   |   |   |   |   | **6.RP.3.a**  
| Use tables to compare ratios.                                     |   |   |   |   |   |   | **6.RP.3.a**  
| Topic 13                                                          |   |   |   |   |   |   | **6.RP.3.a**  
| Solve unit rate problems.                                         |   |   |   |   |   |   | **6.RP.3.b**  
| Topics 12, 13                                                    |   |   |   |   |   |   | **6.RP.3.b**  
| Find a percent of a quantity.                                     |   |   |   |   |   |   | **6.RP.3.c**  
| Topic 14                                                          |   |   |   |   |   |   | **6.RP.3.c**  
| Find the whole, given a part and the percent.                    |   |   |   |   |   |   | **6.RP.3.c**  
| Topic 14                                                          |   |   |   |   |   |   | **6.RP.3.c**  
| Convert measurement units.                                        |   |   |   |   |   |   | **6.RP.3.d**  
| Topic 16                                                          |   |   |   |   |   |   | **6.RP.3.d**  
| Transform measurement units when multiplying or dividing         |   |   |   |   |   |   | **6.RP.3.d**  
| quantities.                                                      |   |   |   |   |   |   | **6.RP.3.d**  
|
## Domain: Measurement and Data

<table>
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<tr>
<th>Description</th>
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<tr>
<td><strong>Describe and compare measurable attributes.</strong></td>
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<td>Describe length as a measurable attribute of objects.</td>
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<tr>
<td>Describe weight as a measurable attribute of objects.</td>
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<td>K.MD.1</td>
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<tr>
<td>Describe several measurable attributes of a single object.</td>
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<td>Directly compare and describe two objects with a measurable attribute in common.</td>
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<td>K.MD.2</td>
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<tr>
<td><strong>Measure lengths indirectly and by iterating length units.</strong></td>
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<td>Order three objects by length.</td>
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<tr>
<td>Compare the lengths of two objects indirectly by using a third object.</td>
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<tr>
<td>Understand and use length units.</td>
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<td>1.MD.2</td>
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<tr>
<td><strong>Measure and estimate lengths in standard units.</strong></td>
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<tr>
<td>Use rulers, yardsticks, meter sticks, and measuring tapes.</td>
<td>2</td>
<td>2.MD.1</td>
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<tr>
<td>Use and analyze different length units for the same object.</td>
<td>2</td>
<td>2.MD.2</td>
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<tr>
<td>Estimate lengths using inches or feet.</td>
<td>2</td>
<td>2.MD.3</td>
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<tr>
<td>Find how much longer one object is than another in standard units.</td>
<td>2</td>
<td>2.MD.4</td>
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<tr>
<td><strong>Relate addition and subtraction to length.</strong></td>
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<tr>
<td>Use addition to solve word problems involving lengths.</td>
<td>2</td>
<td>2.MD.5</td>
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<tr>
<td>Use subtraction to solve word problems involving lengths.</td>
<td>2</td>
<td>2.MD.5</td>
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<tr>
<td>Represent whole numbers as lengths on a number line.</td>
<td>2</td>
<td>2.MD.6</td>
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<tr>
<td>Show sums and differences within 100 on a number line.</td>
<td>2</td>
<td>2.MD.6</td>
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<tr>
<td><strong>Tell and write time.</strong></td>
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<tr>
<td>Tell and write time in hours.</td>
<td>1</td>
<td>1.MD.3</td>
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<tr>
<td>Tell and write time in half-hours.</td>
<td>1</td>
<td>1.MD.3</td>
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<tr>
<td><strong>Work with time and money.</strong></td>
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<tr>
<td>Tell and write time to the nearest five minutes.</td>
<td>2</td>
<td>2.MD.7</td>
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<tr>
<td>Use a.m. and p.m.</td>
<td>2</td>
<td>2.MD.7</td>
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<tr>
<td>Solve word problems involving dollars and cents.</td>
<td>2</td>
<td>2.MD.8</td>
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<tr>
<td>Use $ and ¢ symbols.</td>
<td>2</td>
<td>2.MD.8</td>
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<tr>
<td><strong>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</strong></td>
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<tr>
<td>Tell and write time to the nearest minute.</td>
<td>3</td>
<td>3.MD.1</td>
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<tr>
<td>Measure time intervals in minutes.</td>
<td>3</td>
<td>3.MD.1</td>
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</tr>
<tr>
<td>Solve word problems involving addition and subtraction of time intervals in minutes.</td>
<td>3</td>
<td>3.MD.1</td>
<td></td>
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</tr>
</tbody>
</table>
## Domain: Measurement and Data cont.

<p>| <strong>Represent a time problem on a number line.</strong> | K | 1 | 2 | 3 | 4 | 5 | 6 | 3.MD.1 | Topic 12 |
| <strong>Measure and estimate liquid volumes using standard units of liters (l).</strong> | 3.MD.2 | Topic 15 |
| <strong>Solve one-step word problems involving liquid volumes.</strong> | 3.MD.2 | Topic 15 |
| <strong>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</strong> | 4.MD.1 | Topic 14 |
| Know relative sizes of measurement units within one system of units. | 4.MD.1 | Topic 14 |
| Know relative sizes of units of length. | 4.MD.1 | Topic 14 |
| Know relative sizes of units of mass. | 4.MD.1 | Topic 14 |
| Know relative sizes of units of weight. | 4.MD.1 | Topic 14 |
| Know relative sizes of units of liquid volume. | 4.MD.1 | Topic 14 |
| Know relative sizes of units of time. | 4.MD.1 | Topic 14 |
| Convert from larger units to smaller units. | 4.MD.1 | Topics 13, 14 |
| Make a table of measurement equivalents. | 4.MD.2 | Topics 13, 14 |
| Solve word problems involving distances. | 4.MD.2 | Topics 13–15 |
| Solve word problems involving intervals of time. | 4.MD.2 | Topics 14, 15 |
| Solve word problems involving liquid volumes. | 4.MD.2 | Topics 14, 15 |
| Solve word problems involving masses of objects. | 4.MD.2 | Topics 14, 15 |
| Solve word problems involving money. | 4.MD.2 | Topics 13–15 |
| Use the four operations to solve measurement word problems involving simple fractions. | 4.MD.2 | Topics 13–15 |
| Represent measurement quantities on number line diagrams. | 4.MD.2 | Topics 13–15 |
| Use the area formula for rectangles. | 4.MD.3 | Topic 15 |
| Use the perimeter formula for rectangles. | 4.MD.3 | Topic 15 |
| <strong>Convert like measurement units within a given measurement system.</strong> | 5.MD.1 | Topic 13 |
| Convert measurement units. | 5.MD.1 | Topic 13 |
| Use conversions to solve real-world problems. | 5.MD.1 | Topic 13 |
| <strong>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</strong> | 3.MD.5 | Topic 14 |
| Recognize area as an attribute of plane figures. | 3.MD.5 | Topic 14 |
| Understand concepts of area measurement. | 3.MD.5 | Topic 14 |
| Understand the concept of square unit. | 3.MD.5.a | Topic 14 |
| Relate n unit squares to an area of n square units. | 3.MD.5.b | Topic 14 |
| Measure areas by counting in square inches and feet. | 3.MD.6 | Topic 14 |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>3</th>
<th>4</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure areas by counting unit squares in improvised units.</td>
<td>3.MD.6</td>
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<tr>
<td>Relate area to the operation of multiplication.</td>
<td>3.MD.7</td>
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<tr>
<td>Relate area to the operation of addition.</td>
<td>3.MD.7</td>
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<tr>
<td>Find the area of a rectangle by tiling it.</td>
<td>3.MD.7.a</td>
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</tr>
<tr>
<td>Show that the area of a rectangle can be found by multiplying the side lengths.</td>
<td>3.MD.7.a</td>
<td></td>
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</tr>
<tr>
<td>Multiply side lengths to find areas of rectangles.</td>
<td>3.MD.7.b</td>
<td></td>
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<tr>
<td>Represent whole-number products as rectangular areas in mathematical reasoning.</td>
<td>3.MD.7.b</td>
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<tr>
<td>Use tiling to show that the area of a rectangle with side lengths (a) and (b + c) is the sum of (a \times b) and (a \times c).</td>
<td>3.MD.7.c</td>
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<tr>
<td>Use area models to represent the distributive property.</td>
<td>3.MD.7.c</td>
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</tr>
<tr>
<td>Find areas of rectilinear figures by decomposing them into non-overlapping rectangles.</td>
<td>3.MD.7.d</td>
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</tbody>
</table>

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

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<thead>
<tr>
<th>Topic</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Solve perimeter problems.</td>
<td>3.MD.8</td>
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<tr>
<td>Solve perimeter problems involving finding an unknown side length.</td>
<td>3.MD.8</td>
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</tr>
<tr>
<td>Exhibit rectangles with the same perimeter and different areas.</td>
<td>3.MD.8</td>
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</tr>
<tr>
<td>Exhibit rectangles with the same area and different perimeters.</td>
<td>3.MD.8</td>
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</tbody>
</table>

**Geometric measurement: understand concepts of angle and measure angles.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Understand how angles are formed.</td>
<td>4.MD.5</td>
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<tr>
<td>Understand concepts of angle measurement.</td>
<td>4.MD.5</td>
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</tr>
<tr>
<td>Relate angle measurement in degrees to circles.</td>
<td>4.MD.5.a</td>
<td></td>
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</tr>
<tr>
<td>Relate one-degree angles to (n)-degree angles.</td>
<td>4.MD.5.b</td>
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<tr>
<td>Measure angles using a protractor.</td>
<td>4.MD.6</td>
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<tr>
<td>Sketch angles of specified measure.</td>
<td>4.MD.6</td>
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<tr>
<td>Recognize angle measure as additive.</td>
<td>4.MD.7</td>
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</tr>
<tr>
<td>Solve addition and subtraction problems to find unknown angles on a diagram.</td>
<td>4.MD.7</td>
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</tbody>
</table>

**Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Recognize volume as an attribute of solid figures.</td>
<td>5.MD.3</td>
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<tr>
<td>Understand concepts of volume measurement.</td>
<td>5.MD.3</td>
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<tr>
<td>Understand the concept of cubic unit.</td>
<td>5.MD.3.a</td>
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</tr>
<tr>
<td>Relate (n) unit cubes to a volume of (n) cubic units.</td>
<td>5.MD.3.b</td>
<td></td>
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</tr>
</tbody>
</table>
## Domain Measurement and Data cont.

<table>
<thead>
<tr>
<th>Measure volumes by counting in cubic inches and feet.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Measure volumes by counting unit cubes in improvised units.</td>
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<td>5.MD.4 Topic 12</td>
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<tr>
<td>Relate volume to the operations of multiplication and addition.</td>
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<td>5.MD.5 Topic 12</td>
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<tr>
<td>Solve real-world and mathematical problems involving volume.</td>
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<td>5.MD.5 Topic 12</td>
</tr>
<tr>
<td>Show that the volume of a right rectangular prism can be found by multiplying the edge lengths.</td>
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<td>5.MD.5.a Topic 12</td>
</tr>
<tr>
<td>Show that the volume of a right rectangular prism can be found by multiplying the height by the area of the base.</td>
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<td>5.MD.5.a Topic 12</td>
</tr>
<tr>
<td>Represent threefold whole-number products as volumes.</td>
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<td>5.MD.5.a Topic 12</td>
</tr>
<tr>
<td>Use the formulas $V = \ell \times w \times h$ and $V = b \times h$ for rectangular prisms.</td>
<td></td>
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<td>5.MD.5.b Topic 12</td>
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<tr>
<td>Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</td>
<td></td>
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<td>5.MD.5.c Topic 12</td>
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</tbody>
</table>

### Classify objects and count the number of objects in each category.

| Classify objects into given categories. | K.MD.3 Topics 9, 13 |
| Count the numbers of objects in a category. | K.MD.3 Topics 9, 13 |
| Sort categories by count. | K.MD.3 Topics 9, 13 |

### Represent and interpret data.

| Organize, represent, interpret, and compare data with up to three categories. | 1.MD.4 Topic 14 |
| Measure objects to generate whole-number length data. | 2.MD.9 Topic 16 |
| Make repeated measurements of the same object to generate length data. | 2.MD.9 Topic 16 |
| Draw a picture graph to represent a data set with up to four categories. | 2.MD.10 Topic 16 |
| Draw a bar graph with up to four categories. | 2.MD.10 Topic 16 |
| Solve problems using data presented in a bar graph. | 2.MD.10 Topic 16 |
| Draw a scaled picture graph to represent a data set with several categories. | 3.MD.3 Topic 16 |
| Draw a scaled bar graph to represent a data set with several categories. | 3.MD.3 Topic 16 |
| Solve problems using information presented in scaled bar graphs. | 3.MD.3 Topic 16 |
| Find lengths involving halves and fourths of a unit and display them in a line plot. | 3.MD.4 Topic 16 |
| Solve problems involving addition and subtraction of fractions by using measurement data in line plots. | 4.MD.4 Topic 15 |
| Make a line plot to display measurements involving halves, fourths, and eighths of a unit. | 4.MD.4 Topic 15 |
| Solve problems involving fraction operations by using measurement data in line plots. | 5.MD.2 Topic 14 |
## Domain: Statistics and Probability

<table>
<thead>
<tr>
<th>Develop understanding of statistical variability.</th>
<th>K</th>
<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>Understand statistical questions.</td>
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<td>6.SP.1</td>
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<tr>
<td>Understand how data are described by a measure of center.</td>
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<td>6.SP.2</td>
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<tr>
<td>Understand how data are described by their spread.</td>
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<td>6.SP.2</td>
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<tr>
<td>Understand how data are described by the overall shape.</td>
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<td>6.SP.2</td>
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<tr>
<td>Understand how a measure of center describes the data values.</td>
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<td>6.SP.3</td>
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<tr>
<td>Understand how a measure of variability describes how the data values in a set vary.</td>
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<td>6.SP.3</td>
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</table>

<table>
<thead>
<tr>
<th>Summarize and describe distributions.</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Display numerical data in plots on a number line.</td>
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<td>6.SP.4</td>
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<tr>
<td>Display numerical data in dot plots.</td>
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<td>6.SP.4</td>
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<tr>
<td>Display numerical data in histograms.</td>
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<td>6.SP.4</td>
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<tr>
<td>Display numerical data in box plots.</td>
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<td>6.SP.4</td>
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<tr>
<td>Summarize numerical data in relation to their context.</td>
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<td>6.SP.5</td>
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<tr>
<td>For numerical data, report the number of observations.</td>
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<td>6.SP.5.a</td>
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<tr>
<td>For numerical data, describe the nature of the attribute under investigation.</td>
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<td>6.SP.5.b</td>
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<tr>
<td>For numerical data, describe how the investigated attribute was measured and its units of measurement.</td>
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<td>6.SP.5.b</td>
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<tr>
<td>Find the median of a set of data.</td>
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<td>6.SP.5.c</td>
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<tr>
<td>Find the mean of a set of data.</td>
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<td>6.SP.5.c</td>
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<tr>
<td>Find the interquartile range and/or mean absolute deviation of a data set.</td>
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<td>6.SP.5.c</td>
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<tr>
<td>Describe overall patterns or deviations in a data set.</td>
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<td>6.SP.5.c</td>
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<tr>
<td>Relate a measure of center to the shape of the data distribution and context of data collection.</td>
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<td>6.SP.5.d</td>
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<tr>
<td>Relate a measure of variability to the shape of the data distribution and context of data collection.</td>
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<td>6.SP.5.d</td>
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<tr>
<td>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</td>
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<tr>
<td>Describe shapes in the environment.</td>
<td>K.G.1 Topic 15</td>
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</tr>
<tr>
<td>Describe position.</td>
<td>K.G.1 Topic 15</td>
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<tr>
<td>Correctly name shapes regardless of their orientations.</td>
<td>K.G.2 Topics 14, 16</td>
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<tr>
<td>Correctly name shapes regardless of their overall size.</td>
<td>K.G.2 Topics 14, 16</td>
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<tr>
<td>Identify two-dimensional shapes as flat.</td>
<td>K.G.3 Topics 14, 16</td>
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<tr>
<td>Identify three-dimensional shapes as solid.</td>
<td>K.G.3 Topics 14, 16</td>
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<thead>
<tr>
<th>Analyze, compare, create, and compose shapes.</th>
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<tr>
<td>Analyze and compare two- and three-dimensional shapes in different sizes.</td>
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<tr>
<td>Analyze and compare two- and three-dimensional shapes in different orientations.</td>
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<tr>
<td>Build and draw shapes to model shapes in the world.</td>
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<tr>
<td>Compose simple shapes to form larger shapes.</td>
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<tr>
<th>Reason with shapes and their attributes.</th>
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<tr>
<td>Distinguish between defining attributes versus non-defining attributes.</td>
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<tr>
<td>Build and draw shapes with defining attributes.</td>
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<tr>
<td>Compose two- and three-dimensional shapes.</td>
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<td>Compose new shapes from composite shapes.</td>
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<tr>
<td>Partition circles and rectangles into two equal shares and use related vocabulary.</td>
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<tr>
<td>Partition circles and rectangles into four equal shares and use related vocabulary.</td>
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<tr>
<td>Recognize that decomposing shapes into more equal shares creates smaller shares.</td>
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<tr>
<td>Recognize and draw two- and three-dimensional shapes having specified attributes.</td>
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<tr>
<td>Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</td>
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<tr>
<td>Partition a rectangle into rows and columns of same-size squares and count the squares.</td>
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<tr>
<td>Partition circles and rectangles into two, three, or four equal shares, and use related vocabulary.</td>
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<tr>
<td>Recognize that equal shares of identical wholes need not have the same shape.</td>
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<tr>
<td>Understand that shapes in different categories may share attributes.</td>
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<tr>
<td>Understand that shared attributes of shapes can define a larger category.</td>
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<tr>
<td>Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw quadrilaterals that are non-examples.</td>
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<tr>
<td>Partition shapes into parts with equal areas.</td>
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<tr>
<td>Express the area of each equal part of a shape as a unit fraction of the whole.</td>
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<tr>
<td><strong>Domain:</strong> Geometry cont.</td>
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<tr>
<td><strong>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</strong></td>
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<tr>
<td>Draw and identify points, lines, line segments, and rays.</td>
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<tr>
<td>Draw and identify parallel and perpendicular lines.</td>
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<tr>
<td>Draw and identify angles.</td>
</tr>
<tr>
<td>Draw and identify right, acute, and obtuse angles.</td>
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<tr>
<td>Use parallel or perpendicular lines to classify figures.</td>
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<tr>
<td>Use angle measure to classify figures.</td>
</tr>
<tr>
<td>Categorize and identify right triangles.</td>
</tr>
<tr>
<td>Understand line symmetry.</td>
</tr>
<tr>
<td>Identify line-symmetric figures.</td>
</tr>
<tr>
<td>Draw lines of symmetry.</td>
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<tr>
<td><strong>Classify two-dimensional figures into categories based on their properties.</strong></td>
</tr>
<tr>
<td>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</td>
</tr>
<tr>
<td>Classify two-dimensional figures in a hierarchy based on properties.</td>
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<tr>
<td><strong>Graph points on the coordinate plane to solve real-world and mathematical problems.</strong></td>
</tr>
<tr>
<td>Understand a coordinate system.</td>
</tr>
<tr>
<td>Graph points in the first quadrant of the coordinate plane.</td>
</tr>
<tr>
<td>Interpret coordinate values of points in the first quadrant of the coordinate plane.</td>
</tr>
<tr>
<td><strong>Solve real-world and mathematical problems involving area, surface area, and volume.</strong></td>
</tr>
<tr>
<td>Find area by composing a figure into rectangles.</td>
</tr>
<tr>
<td>Find area by decomposing a figure into triangles and other shapes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Show that the volume of a right rectangular prism with fractional edge lengths can be found by multiplying the edge lengths of the prism.</td>
</tr>
<tr>
<td>Apply the formulas ( V = \ell \times w \times h ) and ( S = b \times h ) to find volumes of right rectangular prisms with fractional edge lengths.</td>
</tr>
<tr>
<td>Draw polygons in the coordinate plane.</td>
</tr>
<tr>
<td>Find the length of a side of a polygon drawn in the coordinate plane.</td>
</tr>
<tr>
<td>Represent three-dimensional figures using nets.</td>
</tr>
<tr>
<td>Use nets to find the surface area of three-dimensional figures.</td>
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Acclaim Cyber Charter School
Course Catalog
2014- 2015 School Year
Mission:

The mission of Acclaim Cyber Charter School is to provide our students success in learning through a technology rich and diverse education in a safe, online environment. Acclaim will provide students with the tools necessary to be productive, motivated, and self-disciplined members of society.

Vision Statement:

We believe each student can learn, has individual creativity, and holds great potential. We assist our students in achieving their goals through a research-based curriculum in order to create real-world problem solvers. We hope that all of our students will excel in everything they do in their continued education and employment.

The School Day:

Students at Acclaim will attend live class session for all core content subjects every day. Those class sessions will be 45 minutes in length. Elective courses will hold live class sessions twice a week for 45 minutes in length, as well. Students will also be expected to spend approximately 30 minutes per class per day completing assignments, readings, and homework. Students must attend 75% of their live class sessions each day to be counted as present for attendance. Attendance will be monitored on a daily basis.

Community Culture:

Students will have the opportunity to meet at various social gathering throughout the school year. All students will have a homeroom session each week. Homerooms will be geographically based. Students will be grouped within 30 miles of each other, broken into grades 1-3, 4-6, 7-9, and 10-12. We will hold assemblies at the beginning of each month to discuss the calendar and upcoming events. We will hold monthly movie nights at local libraries and monthly skating parties. Students will have the opportunity to make event suggestions. Monthly field trips will be planned across the state so all students have the opportunity to attend. The field trip list is located at the back of the course catalog.
Course Pacing:

Elementary Offerings:

All students enrolled in grades 1-6 at Acclaim Cyber Charter School will complete the following each year.

- Reading/Language Arts
- Math
- Science
- History
- Art
- Music
- PE
- Computer Literacy

Middle School Courses:

7th Grade:
- English 7
- Math 7
- Science 7
- World History
- Health, PE, Art 7, Music 7, Technology 7

8th Grade:
- English 8
- Pre-Algebra
- U.S. History
- Science 8
- Health, PE, Art 8, Music 8, Technology 8

High School Courses:

9th Grade: 6 credits
Literary Analysis and Composition I
Algebra I
Geography
Physical Science
PE and Health

10th Grade: 12 credits
Literary Analysis and Composition II
Geometry
U. S. History
Biology
PE and Health

11th Grade: 18 credits
American Literature
Algebra II
World History
Earth and Space Science

12th Grade: 23 credits
British Literature
Pre-Calculus
Chemistry
Modern World Studies

Students will have their choice of electives each year to fill out their schedule.

Students enrolled at Acclaim can anticipate completing:

4 credits of English
4 credits of Math
3 credits of History/Social Studies
4 credits of Science
2 credits of Foreign Language
4 credits of Electives
2 credits of PE/Health

Graduation Project

*PDE requires 21 credits for graduation. Students will be individually assessed based on grade of entrance into Acclaim.

High School Academic Departments (alphabetically listed)

Art

Art History - Art History This online course will cover the history of visual art from its start in the caves of France to mid-evil times.

Portraits- this course will focus on drawing self portraits. Students will learn several techniques including charcoal and pencil with emphasis on likeness, value and composition.

Fine Art- Students will gain an understanding of the importance of art in our lives. The basic elements and principles of design are stressed. Students will be given the opportunity to explore the use of various materials including pencil, charcoal, crayon, pen and ink, markers, pastels, watercolor, tempera, and more.

Digital Art 1- is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression, and creative problem-solving through the creation of commercial, interactive, and fine art

Digital Art 2- This course is a beginning study in Digital Photography. The class is structured around projects emphasizing photographic elements. It will introduce the student to the principles of contemporary media as a verbal and visual means of communication in today’s society.

Drivers Education

Drivers Education- students aged 16 or older are eligible to enroll in the online driving course. This online program is safe, effective and affordable. This interactive course blends reading, flash animation and video with study questions.
Practice permit tests are available once the student passes the final exam.

**English Core:**

**Literary Analysis and Composition 1** - This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. They read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches, sharpening the close reading and critical analysis of classic works of literature and helping them appreciate the texts and the contexts in which the works were written. Students broaden their composition skills by examining model essays in various genres by student and published writers. They hone their writing skills through in-depth planning, organizing, drafting, revising, proofreading, and feedback. They build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students’ ability to decipher the meanings of new words.

**Literary Analysis and Composition 2** - In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned. Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Students analyze model essays, focusing on ideas and content, structure and organization, style, word choice, and tone. They plan, organize, and revise their essays in response to feedback. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

**American Literature** - In this course, students read and analyze works of American literature from Colonial to contemporary
times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum. Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature. They continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. They plan, organize, and revise their essays in response to feedback.

**British Literature**— Students read selections from British and world literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing. Students also practice test-taking skills for standardized assessments in critical reading and writing.

**English Electives**

**All About Shakespeare** — An in-depth look at a small piece of the wide body of literature written by the world's most famous author, William Shakespeare. Students will be introduced to some of Shakespeare's works through a variety of media. Students will be expected to read selections, complete accompanying coursework, view supplemental videos and will have the opportunity to participate in virtual lectures on each selection. This course is offered as an elective and upon successful completion, students will earn .5 credits.

**Holocaust Literature** — This course focuses on the literature of the Holocaust. We will begin by reviewing a brief overview of the history of the Holocaust and of the Nazi ideology that made it possible. These works will be drawn from survivor literature and memoirs, fictional and poetic responses, and one or two critical readings.
Southern Gothic Literature—The Southern Gothic movement in literature brings the atmosphere and sensibilities of the Gothic, a genre originating in late 18th century England, to the American South. As early Gothic writers used the genre in part to criticize what they saw as the moral blindness of the medieval era, so Southern Gothic writers deal with their own past through Gothic tropes.

Creative Writing—This course is specifically designed for students who have an avid interest in expressing themselves through prose and poetry. A review of the basic literary forms and styles serves as an introduction to the various units of composition, criticism, poetry, drama, and short story. Emphasis is placed on the ability of the student to work independently in a "workshop" atmosphere.

Journalism—Frontier students will learn the ins and outs of journalism through the production of the school newspaper, On the Frontier. Students will learn interviewing techniques, proper publishing etiquette, style and format and layout using various technical publishing programs. The newspaper will be published electronically every month and sent out to both the student body and the families of our students. The school paper will also hold a special place on the public school website.

Mythology—By reviewing examples from classical Greek myths and those from other cultures, the student will study the history of myth. The student will also describe the functions of myth in human society and its importance to the individual.

Ethnic American Literature—Ethnic American Literature is world literature course that helps students gain a fuller understanding of the past as they read classic and contemporary literature, complete writing assignments, and study what literature can reveal about ethnic issues and ideas in prose and poetry. The class will also focus on writing, reading, and thinking skills that are a part of any English class.

Literary Ogres—Together we will explore the dynamics of horror in various disciplines and cultures, ancient to contemporary. What does a particular culture label as "monstrous" and why? What makes a successful monster in a given culture at a given time? What exactly have certain authors captured (or unleashed)?
Towards answering such questions, we are exploring myth, literature, pop culture, vampires, werewolves, the Frankenstein monster, mummies, etc.

**SAT Prep** - Students will prepare for the math, reading, and writing portions of the SAT by learning tips and tricks for successful test taking. Students will complete 2 full practice tests along with numerous practice questions in each subject area.

**Foreign Language**

**American Sign Language**—This course is designed to teach students the concepts of Sign Language. Students will learn to sign the basics along with words and phrases.

**Chinese 1**—Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of China including holidays, food, music, art, and customs.

Prerequisites: none

**Chinese 2**—Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Chinese 1. Students will also learn about the different cultures of China including holidays, food, music, art, and customs.

**French 1**—Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of French-speaking countries including holidays, food, music, art, and customs.

**French 2**—Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in French 1. Students will also learn about
the different cultures of French-speaking countries including holidays, food, music, art, and customs.

**French 3**-Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in French 2. Students will also learn about the different cultures of French-speaking countries including holidays, food, music, art, and customs. Prerequisites: French 2

**HTML Language**-This course is designed to teach students the language of the world of technology. This language is used to create web pages. Students will have a general knowledge of HTML rules and concepts.

**Spanish 1**- Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will also learn about the different cultures of Spanish-speaking countries including holidays, food, music, art, and customs.

**Spanish 2**-Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Spanish 1. Students will also learn about the different cultures of China including holidays, food, music, art, and customs.

**Spanish 3**-Students will focus on the four areas of foreign language learning: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar, introduced in each themed chapter. Students will continue to build on concepts learned in Spanish 2. Students will also learn about the different cultures of Spanish-speaking countries including holidays, food, music, art, and customs.

**The History of Spain**-In this course, students will learn about the history of different Spanish-speaking countries. These countries include Spain, Mexico, Dominican Republic, Puerto Rico, and more.
Spanish Literature - This course is designed to introduce students to the literature of Spanish authors. These authors include Julia Alvarez, Miguel de Cervantes, Isabel Allende, Pablo Neruda, and Gabriel García Márquez. Students will read works by these authors and complete projects and writing assignments based on these works of literature.

Health and Physical Education

Sports History - This course examines the place sports hold in American life since the mid-nineteenth century. Focuses on sports as a reflection of our social, political, and economic make-up and its ability to effect and shape our institutions. Particular attention will be given to social class, race and ethnicity, gender, community, technology, and commercialization and the media.

Physical Education - This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

Health Skills - The Health Education Course is designed to enhance the awareness and knowledge of healthy lifestyle choices. The six adolescent risk behaviors (tobacco use, dietary patterns that contribute to disease, sedentary lifestyles, sexual behaviors, alcohol and drug use, and behaviors that result in intentional and unintentional injury) will be addressed while advocating for the students to make healthy choices for their overall health. We will also cover mental and emotional health, nutrition.

Knock em’ Down Physical Education - In this course, students will explore the fun and physically challenging game of bowling. In this course students will learn all of the techniques, stances, and game rules to successfully play the game of bowling.

Mathematics Core

Algebra 1 - In this course, students will review computations with rational numbers (positive and negative fractions, positive
and negative decimals, whole numbers, and integers) and algebraic properties. The students will investigate and explore new topics including solving two-step equations and inequalities, graphing linear equations, simplifying algebraic expressions, factoring, solving systems of equations, and using matrices.

**Algebra 2**—In this course, students will review how to solve linear equations, inequalities, and systems of linear equations. They will investigate and explore new concepts including quadratic equations and inequalities, conics, polynomials, and matrix applications. Students will also investigate exponential and logarithmic functions.

**Geometry**—This course will focus on the key geometric topics from an algebraic perspective. Topics include basics of geometry, two and three dimensional shapes, congruence, similarity, transformations, polygons and area, surface area and volume, right triangles and trigonometry, and circles.

**Pre-Calc- trigonometry**—Pre-calculus is a prerequisite to Calculus. Upon successful completion of this course, you will be fully prepared for Calculus. In this course, you will study probability, statistics, series and sequences, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, vectors, rectangular and polar coordinates, matrices and determinants. Students will be expected to complete all required assignments that accompany each topic and are strongly encouraged to participate in weekly live classes. This is a one-year course where students who receive a passing grade will earn 1 credit.

**Mathematics Electives**

**Personal Finance**—This course will take you on a journey to financial freedom. We will explore money as relates to career, budgets, saving, investing, spending, and credit. Enjoy the Ride!!

**Carpenter Math**—This course explores the function of geometry in construction. In particular, students will learn about basic geometry concepts such as points, lines, and planes, parallel
and perpendicular lines, and angles, and explore how they are used in building technology.

**Probability and Statistics** - An introductory course designed to promote the understanding of basic statistical concepts. Topics to be studied include Probability and statistics are the mathematics used to understand chance and to collect, organize, describe, and analyze numerical data.

**Music**

**The Jazz Age** - This course explores the evolution of jazz from its early roots to the present. Students will study the musical elements of jazz styles within the cultural context of the times.

**Online Beginner Guitar Lessons** - This eighteen week course is designed for the beginner guitar student looking to learn the basics of music notation, chords, picking and strumming technique. The selections will be chosen from various sources in order to promote the best learning environment.

**Music Appreciation A** - This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

**Music Appreciation B** -

**Science**

**Physical Science** - Students will explore the relationship between matter and energy by investigating the structure and properties of matter, the structure of atoms, the periodic table, chemical reactions, force and motion, work and energy, heat and temperature, waves, sound and light, and electricity. Students develop skills in measuring, solving problems, using laboratory apparatuses, and adhering to experimental procedures.
Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended co-requisite: Algebra I

**Biology** - This course is a standards-based study of living things: origins, structures, functions, heredity, growth and development, interactions among, and behavior of living things. Content is built around major biological concepts including: Cell Biology, Genetics, Evolution, Ecology, Classification, Diversity, Plants, Invertebrates, Vertebrates, and Human Biology. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Physical Science

**Earth and Space Science** - This course introduces students to the study of the Earth and solar system. Students will explore the composition of the Earth, the history of the Earth, and how the Earth is constantly changing. Students will learn about plate tectonics and the causes of major geologic events, weathering and erosion, the atmosphere, weather and climate, the ocean, and space, with an in depth look into the sun, planets, minor solar bodies, and the universe. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities.

**Anatomy and Physiology** - This course is the study of human anatomy and physiology. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Biology and Chemistry

**A Climate for Change** - The year is 2020. Climate change has been ignored. Cities are underwater. People are starving. Nations
brace for war. Species are dying. And you’ve got to solve the crisis. The fate of the world is in your hands

Zoology- This course will survey the biology and classification of invertebrate and vertebrate animals. Life systems and support systems will be covered. Comparative physiology, development, behavioral and anatomical studies will be stressed, as well as culturing and animal care. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Biology

Oceanography-Oceanography is the science of the ocean. In this course, you will get to know the ocean world - its origins, structure, chemistry, circulation, and movement (waves and tides). You will explore the various communities that exist in this massive ecosystem, as well as how humans affect the sea and how the sea affects humans. Students will explore these concepts through textbook readings, online instruction, videos, assignments, laboratories and field study investigations. Recommended prerequisites: Biology

Environmental Science- Environmental Science will challenge you to think about your role in the environment. You will explore how your beliefs, attitudes, and behaviors affect the environment, as well as learn how scientists are working to solve the numerous environmental problems we face today. This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Students will explore these concepts through textbook readings, online instruction, videos, assignments, and field study investigations.

Physics- This course is a standards-based study of fundamental physics concepts which include motion and vectors, forces and the laws of motion, work and energy, momentum and collisions, circular motion and gravitation, fluid mechanics, heat, thermodynamics, vibrations and waves, sound, light and reflection, refraction, electric forces and fields, electrical energy and current, circuits, and magnetism. Students will explore these concepts through textbook readings, online
instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Physical Science, Chemistry, Algebra II or Pre-Calculus

**Chemistry** - This course is a standards-based study of fundamental chemical concepts where students are introduced to the study of the physical world by examining: Matter and Change, Atoms, The Periodic Table, Chemical Bonding, Chemical Equations and Reactions, Stoichiometry, States of Matter, Gases, Solutions, Ions and Ionic Compounds, Acids and Bases, Chemical Equilibrium, Reaction Rates, Oxidation-Reduction Reactions, Electrochemistry, Carbon and Organic Compounds, and Biological Chemistry. Students will explore these concepts through textbook readings, online instruction, videos, assignments, as well as hands-on and virtual laboratory activities. Recommended pre-requisites: Physical science, Biology, Algebra I

**History**

**U.S. History** - US History covers life events and historical figures that have shaped America. Colorful photographs, illustrations, maps and time lines enhance the learning of American history. Weekly lessons include a comprehensive review complete with enrich activities. Students complete a quiz a day and one lesson test per week.

**Geography** - This course covers both physical and cultural geography. Students learn various methods for defining place on the Earth's surface. Student's also investigate types of ecosystems and biomes. Various methods of how the Earth can be changed and modified naturally are then discussed, with students learning about earthquakes, volcanoes, tsunamis, and erosion. Finally, economic systems are covered as well as political systems of government. The course emphasizes student application of core standards with information that is happening in real time.

**Modern World Studies** - This course in modern studies covers: changing landscapes, Gilded Age, urban nation; reform movements, Imperialism, World War I, the Roaring 20s, Great Depression, World War II; Cold War, Eisenhower years, Civil Rights Movement, emerging pop culture of rock and roll, modern presidency.
World History - This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange.

History Electives

Macroeconomics - This Macroeconomics course is aimed at giving students a thorough understanding of how the principles of economics apply to the whole economic system. This course will enable the student to integrate economic concepts into their everyday experiences.

Criminology - This course is designed to give students a basic understanding of criminal law and criminal procedure. Students learn the origins of specific areas in criminal law and how it is currently defined by state and federal statute. The remainder of the course includes an examination of the criminal courts and the procedures used in a criminal trial.

Child Psychology- Students examine the causes of behavioral and emotional problems in young children. They study examples of children who demonstrate unusual emotional, intellectual, educational or physical development and formulate their own research hypotheses. Treatment methods and parenting styles that positively influence troubled children are covered as well.

Anthropology - Anthropology is "the science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind." We will study many different groups of people from the aboriginal tribes of Australia and the Indians of North America to the culture of today's inner cities of America. We will learn why cultures are different and how they are similar.

Psychology - This course will focus on developmental (life span) psychology, personality development, and application of theories to everyday life. Students will explore issues pertaining to
mental health, as well as the causes and treatments of mental disorders. Students will gain a better understanding of their behavior, knowledge about how psychologists study human and animal behavior, and practical applications for enriching their lives.

Middle Eastern History - This course examines Middle Eastern history from the great kingdoms of the pre-Islamic past to the troubling events of recent years, with a concentration upon the formation of the modern Middle East. The course will analyze recurrent themes, examine key problems in Middle Eastern history, investigate a wide variety of primary sources, and discuss critical issues that led to the creation of the modern Middle East.

U.S. and Global Economics - Beginning with a review of essential concepts in economics, this course focuses on the international and cross-cultural nature of contemporary economic phenomena. Emphasis is on macroeconomics, rather than microeconomics. Theoretical concepts are applied to specific cases, such as economic relationships between the US and Japan, Mexico, and other countries.

Technology

Grand Designs with Google Sketchup - Beginning with a quick introduction to Google Sketchup and leading into a large project involving the design and promotion of a new housing estate - includes modelling, graphics and presentation skills, with possible additions including data handling and even sequencing.

Image Manipulation -

Elements and Principles of Design -

Using Multimeadja -

Audio Engineering - In this introductory course, students learn about the physics of sound and the history of recording technologies. They learn about the four stages of professional music recording projects: recording, editing, mixing, and mastering. Using Audacity, an open-source recording and mixing program, they practice the techniques used by sound engineers to
produce multi-track recordings. Through a series of engaging hands-on projects, they learn the fundamental concepts of audio engineering.

Flash Animation -

Flash Game and Development -

Image Design and Editing- This is the perfect course for anyone who wants to create compelling, professional looking graphic designs and photos. Students learn the basics of composition, color, and layout before moving on to technical topics like working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have a variety of original projects for their graphic design portfolio.

Web Design- This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

Computer Literacy - Today’s students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through hands-on projects.

Game Design- This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it’s on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development.

Computer Science - This course introduces students to computer science concepts such as computer architecture, networks, and the Internet. Students use object-oriented programming, event-driven processes, modular computer programming, and data manipulation algorithms to produce finished software programs. They use the design process to create many programs by
determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

**Engineering and CAD** - Computer-aided design systems are used by designers and manufacturers in virtually every industry to create engineering design solutions. In this course, students are introduced to engineering, learning the basics of CAD software: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs and 3D walkthroughs and explore career options in this hands-on introductory-level course.

**Marketing** - Students find out what it takes to market a product or service in today’s fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

**Entrepreneurship** - In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students hear inspirational stories of teen entrepreneurs who have turned their ideas into reality, and then they plan and execute their own business.

**Film Studies**
Field Trips

September:
  PPG Aquarium and various animal parks

October:
  Natural History Museums

November:
  Art Museums

December:
  Ice skating at various rinks across the state

January:
  Tubing/Skiing at various locations

February:

March:

April:

May: