Kentucky Board of Education
701 KAR 8:020
Kentucky Charter School Application and Addendum

River Cities
A C A D E M Y

October 30, 2019
I. Cover Sheet & Enrollment Projection

Note: Only a charter application that meets the charter application requirements of Kentucky law shall be approved.

(If an applicant believes that a particular question or requested information in the application is not applicable to the proposal, the applicant should so state and explain why the applicant believes the question does not apply or the information is not applicable.)

A. Name of proposed charter school: River Cities Academy (“RCA”)

B. Model or focus of proposed charter school (e.g., Arts, College Prep, Dual-Language, etc.):

River Cities Academy (RCA) will be a K-8 urban community charter school targeting a diverse learner population. In Year 1, the School is proposing to be comprised of K-5 and aspires to add one grade annually until it serves K-8 grades. RCA will partner with and co-exist to collaboratively serve our communities by narrowing the gap between academically and socially high achieving students and students who are struggling or at-risk of failure. RCA will draw its enrollment from six (6) local districts in order to limit disproportionality in simply pulling from one site or existing building. RCA will provide an experiential learning and case-based learning theme throughout all grade levels in the building offering differentiated instruction and a unique focus to attract families and students that may be disenfranchised and/or not performing well in a traditional public school classroom setting. The overall focus of RCA is constructivism and experiential learning. RCA is an elementary school using a constructivist approach to teaching in kindergarten through eighth grades. RCA will prepare students by closing the achievement gap in elementary school that will lead to increased academic performance in middle school in preparation for the rigors of a high performing high school. RCA will use a constructivist approach to provide a strong foundation for student success in high school, college or a vocational career, and beyond.

C. Location of proposed charter school (please indicate the local school district/city/county and, if known, potential address or neighborhood of the charter school location):
The founders of RCA have selected Newport, KY as the targeted location. Newport is located in the middle of the 6 river cities of Covington, Newport, Bellevue, Dayton, Ft. Thomas, and Ludlow. It will enable easier attendance from this target area. A search is ongoing and the school facility location that best suits the needs of the students will be selected after authorizer approval. RCA will follow all requisite requirements of building occupancy. RCA will welcome students from each of the six communities. Demographics from each of the six districts are similar and the RCA founders believe that River Cities Academy can be of great benefit to all six local districts by being another offering with a differentiated curriculum that may benefit students who may not be experiencing success in their current public school setting. RCA may be better suited for individual students or unique circumstances than another district. Based on an initial survey of 101 river cities residents done by RCA, 72% of respondents indicated that they like the idea of an experiential focused school opening in their district and 69% of respondents with children said that they would consider enrolling their youngest child in a new tuition free experiential learning based public school when it became available.
## 6 River Cities Statistics

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>Poverty Rate</th>
<th>School District</th>
<th>Students</th>
<th>FRL</th>
<th>Race Composition</th>
<th>Proficiency</th>
<th>Elementary School Performance</th>
<th>Middle School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covington, KY</td>
<td>46,640</td>
<td>24.7%</td>
<td>Covington Independent</td>
<td>3,721</td>
<td>88.5%</td>
<td>White 45.6%</td>
<td>Minority 44.7%</td>
<td>Did not meet target.</td>
<td>Combined Reading/Math 48 (vs. District 51.7)</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Newport Independent</td>
<td>Combined Reading/Math 32.7 (vs. District 52.0)</td>
</tr>
<tr>
<td>Newport, KY</td>
<td>15,273</td>
<td>21.4%</td>
<td>Newport Independent</td>
<td>1,575</td>
<td>90.5%</td>
<td>White 54.5%</td>
<td>Minority 30.7%</td>
<td>Did not meet target.</td>
<td>Combined Reading/Math 29.6 (vs. District 51.7)</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Newport Intermediate</td>
<td>Combined Reading/Math 35.9 (vs. District 52.0)</td>
</tr>
<tr>
<td>Bellevue, KY</td>
<td>5,955</td>
<td>10.2%</td>
<td>Bellevue Independent</td>
<td>691</td>
<td>75.6%</td>
<td>White 84.2%</td>
<td>Minority 6.5%</td>
<td>Did not meet target.</td>
<td>Combined Reading/Math 44.1 (vs. District 51.7)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Bellevue Intermediate</td>
<td>Combined Reading/Math 32.7 (vs. District 52.0)</td>
</tr>
<tr>
<td>Dayton, KY</td>
<td>5,338</td>
<td>22.5%</td>
<td>Dayton Independent</td>
<td>901</td>
<td>75.5%</td>
<td>White 87.6%</td>
<td>Minority 10.1%</td>
<td>Did not meet target.</td>
<td>Combined Reading/Math 40.9 (vs. District 51.7)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dayton Intermediate</td>
<td>Combined Reading/Math 53 (vs. District 52.0)</td>
</tr>
</tbody>
</table>
Ludlow, KY
4,407 residents
21.4% of families live below poverty level

https://factfinder.census.gov/bkmk/cf/1.0/en/place/Ludlow city, Kentucky/ALL

School District: Ludlow Independent
816 students
FRL 75.5%
White 90.7%
Minority 3.8%

Proficiency: Did not meet target.
Elementary Schools Combined Reading/Math 51 (vs. District 51.7)
Middle Schools Combined Reading/Math 41.4 (vs. District 52.0)

Ft Thomas, KY
16,325 residents
6.2% of families live below poverty level

https://factfinder.census.gov/bkmk/cf/1.0/en/place/Fort Thomas city, Kentucky/ALL

School District: Fort Thomas Independent
3,055 students
FRL 11.2%;
White 92.4%
Minority 2.8%

Proficiency: Met target
Elementary Schools Combined Reading 76.8% Math 72.9% (vs. District Reading 54.6% Math 48.8%)
Middle Schools Reading 80.2%/Math 80% (vs. District Reading 60% and Math 47%)

D. Provide school opening information.

<table>
<thead>
<tr>
<th>Opening Year</th>
<th>Start-Up or Conversion Charter School</th>
<th>Geographic Community*</th>
<th>Opening Grades</th>
<th>Grade Levels at Full Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020/2021</td>
<td>Start-up</td>
<td>Newport, Covington, Bellevue, Dayton, Ft. Thomas, and Ludlow, KY</td>
<td>K-5</td>
<td>K-8</td>
</tr>
</tbody>
</table>

*Identification of Geographic Community may be as specific as a neighborhood or as general as the local school district targeted for school location.

Lead Applicant Contact Information

First Lead Applicant Name: Lynn Schaber

Applicant is (check all that apply): X Parent  Teacher  □ School Administrator  □ X District Resident  □ Public Organization  □ Non-profit Organization

Applicant Mailing Address: 328 Park Avenue, Newport, KY 41071

Primary Phone #: 513-780-0393  Secondary Phone #: N/A  Email LynnScaber@Gmail.com
Second Lead Applicant Name: Evelyn Pence

Applicant is a (check all that apply):

- [X] Parent
- Teacher
- [ ] School Administrator
- [X] District Resident
- [ ] Public Organization
- [ ] Non-profit Organization

Applicant Mailing Address: 639 Monroe St, Newport, KY 41071

Primary Phone #: 937-205-8895  Secondary Phone #: N/A Email: Evelyn@pencestudio.com

List additional lead applicants or other applicants and provide the same information as above.

- [ ] Not Applicable
- [ ] Additional Applicants

E. Media/Public Contact Information (required)

Name: Lynn Schaber  Phone #: 513-780-0393  Email: LynnSchaber@Gmail.com

F. Facilities Planning Primary Contact Information (required)

Name: Lynn Schaber  Phone #: 513-780-0393  Email: LynnSchaber@Gmail.com

G. Budget/Financial Planning Primary Contact Information (required)

Name: Lynn Schaber  Phone #: 513-780-0393  Email: LynnSchaber@Gmail.com

H. Name of any entity or organization, or its designee, that is part of the applicant or charter school board of directors: _______ N/A x

I. Names, current employment, resume, and biographical statement, and any position with the proposed charter school for every person included as the applicant (add lines as needed):

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer and Resume and Biographical Statement</th>
<th>Position with Proposed Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Schaber</td>
<td>Founder, President, The Strategy Store, LLC</td>
<td>Lead Applicant, Board Chair</td>
</tr>
<tr>
<td>Evelyn Pence</td>
<td>Owner, Evelyn Pence Illustration</td>
<td>Second Applicant, Board Secretary</td>
</tr>
<tr>
<td>Sabrina Tinkler</td>
<td>Corporate Onboarding &amp; Relocation Manager 5th &amp; 3rd Bancorp</td>
<td>Board Vice Chair</td>
</tr>
<tr>
<td>Sarah Strauss</td>
<td>Performance Processing, LLC Owner, Crossfit Hustle and Muscle General Manager,</td>
<td>Board Treasurer</td>
</tr>
<tr>
<td>Ian Maloney</td>
<td>Accountant, Blue &amp; Co., LLC</td>
<td>Board Member</td>
</tr>
</tbody>
</table>
J. Other Applications

Does the applicant or proposed charter school board of directors have charter school applications submitted to an authorizer currently?

Yes ☐ No x

If yes, complete the table below.

<table>
<thead>
<tr>
<th>State/Country</th>
<th>Authorizer</th>
<th>Authorizer Contact Information</th>
<th>Proposed Charter School Name</th>
<th>Application Due Date</th>
<th>Decision Date</th>
</tr>
</thead>
</table>

K. School for At-Risk or Special Needs Students

Is this an application to establish a charter school designed to provide expanded learning opportunities/comprehensive learning experiences for students at-risk of academic failure or for students with special needs?

Yes ☐ (specify) No x

L. Application Replication

Does the charter application replicate or substantially replicate an application previously submitted or an application that may be submitted within two (2) years by the applicant or the proposed charter school board of directors to another authorizer?

Yes ☐ No x

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

<table>
<thead>
<tr>
<th>State/Country</th>
<th>Authorizer</th>
<th>Authorizer Contact Information</th>
<th>Charter School Name</th>
<th>Prior/Planned Application Date</th>
<th>Decision Date</th>
</tr>
</thead>
</table>

M. Replication of Application Previously Withdrawn

Does the charter application replicate or substantially replicate an application previously submitted and withdrawn from an authorizer's consideration?

Yes ☐ No x

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below and provide a summary of what has changed in the application since its previous submission(s) and the reasons therefore.
### N. Replication of Application Previously Rejected

Does the charter application replicate or substantially replicate an application previously submitted and rejected by an authorizer?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If the answer is yes, the applicant shall complete the Application Addendum. If yes, complete the table below and provide the reasons for the authorizer’s rejection, a summary of what has changed in the application since its previous submission(s), and the reasons therefore.

<table>
<thead>
<tr>
<th>State/ Country</th>
<th>Authorizer</th>
<th>Authorizer Contact Information</th>
<th>Charter School Name</th>
<th>Previous Application Submission Date</th>
<th>Withdrawal Date</th>
</tr>
</thead>
</table>

### O. Replication of Application Previously Approved for a School Still Open

Does the charter application replicate or substantially replicate an application previously submitted and approved by an authorizer for a charter school that is still in existence?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If the answer is yes, the applicant shall complete the Application Addendum. If yes, complete the table below and provide a summary of the other charter school’s performance.

<table>
<thead>
<tr>
<th>State/ Country</th>
<th>Authorizer</th>
<th>Authorizer Contact Information</th>
<th>Charter School Name</th>
<th>Previous Application Submission Date</th>
</tr>
</thead>
</table>

### P. Replication of Application Previously Approved for a School Now Closed

Does the charter application replicate or substantially replicate an application previously submitted and approved by an authorizer for a charter school that is no longer in existence?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

If the answer is yes, the applicant shall complete the Application Addendum. If yes, complete the table below and provide the reasons for the charter school’s closure, a summary of what has changed in the application since its previous submission(s), and the reasons therefore.

<table>
<thead>
<tr>
<th>State/ Country</th>
<th>Authorizer</th>
<th>Authorizer Contact Information</th>
<th>Charter School Name</th>
<th>Previous Application Submission Date</th>
<th>Closure Date</th>
</tr>
</thead>
</table>
Q. **Conversion Charter School**  
Is this an application to convert an existing noncharter public school to a conversion charter school?

Yes ☐ No ☒  
(specify existing noncharter school)

R. **Multiple Charter Schools**  
Is the applicant or charter school board of directors seeking approval for multiple charter schools?

Yes ☐ No ☒  
If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

<table>
<thead>
<tr>
<th>School district</th>
<th>Authorizer</th>
<th>Authorizer Contact</th>
<th>Charter School Name</th>
<th>Prior/Planned Application Date</th>
<th>Decision Date</th>
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<tbody>
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</tbody>
</table>

S. **Governance of Multiple Charter Schools**  
Is the applicant or charter school board of directors seeking approval for governance of multiple charter schools by a single charter school board of directors?

Yes ☐ No ☒  
If the answer is yes, the applicant shall complete the Application Addendum.

If yes, complete the table below.

<table>
<thead>
<tr>
<th>State/Country</th>
<th>Authorizer</th>
<th>Authorizer Contact</th>
<th>Charter School Name</th>
<th>Prior/Planned Application Date</th>
<th>Decision Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

T. **Proposal History**  
*Clearedly describe the process the applicant used to develop the application proposal.*

The founding members of the River Cities Academy Board (“RCA Board, or the “Board””) began discussion and development of a potential school in November of 2016. Members began initial deliberations with topics such as: why they wanted to start a school; what the students in the community were not receiving currently; and, what were the defining features of a successful new school. While these were simple questions, they required a significant amount of investigation and discussion. The founding members believed that every member must agree upon a clear and concise mission statement (which would capture the essence of the school). From this point, founding members began to articulate how every action and interaction in the school would relate back to the River Cities Academy mission: *to realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character.*

River Cities Academy is a product of an all-volunteer Core Team comprised of local parents who have been volunteering their time for over 2 years. The Core Team of parents has developed a public, not-for-profit, K-8, urban community school targeting to educate a diverse learner.
population. RCA will be tuition-free, using an experience based, hands on approach to educating students.

We have created a plan that rethinks long held beliefs about school schedules, regimented age groups, excessive drill and practice worksheets and standardized lectures. The school will put students at the center of the education process and give teachers a high degree of autonomy to design coursework to teach to each child’s abilities through immersive project based learning.

The RCA Board believed that “buy-in” from the community was a crucial component of culture. Without obtaining full buy-in, they were certain that the culture to be established would not be successful. Therefore, the team worked diligently to ensure the mission, vision and expectations of the school were clear and that the surrounding communities provided strong input and representation during development discussions. Avenues for input included meetings and community gatherings, where families could learn about the model and provide input, and the Board could assess the academic needs of students in the target areas. Meetings were also held with potential program partners to assure the school would have the appropriate resources to meet all student academic, emotional, and behavioral needs.

At this point the Board defined subcommittees to create focus on the budget, facilities, educational programming, and governance, with each subcommittee chaired by member of the board. Subcommittees allowed board members to come to a decision or examine an issue outside of the board’s normal meeting time. The subcommittees included additional expertise in the areas of curriculum development, experiential learning case-based educational models, charter school development and operations, fiscal planning and operations as well as legal guidance and consultation. Subcommittee work helped streamline portions of the application development process as well as promote board efficiency.

The Board believed that a strong academic program would be key to the success of the school. The founding members, with assistance from external experts formed a “Core Team” to develop the school. Together, the Core Team members studied other charter school performance and successful academic programming. Through these steps, the RCA Core Team selected the curricular and instructional programs with proven success and those that would align with the mission and vision of River Cities Academy.

Finally, the Core Team collectively completed this charter school application. Founding members believe in transparency and understand that success of River Cities Academy will be achieved only through thorough research, strategic planning, and skillful delivery of instruction and execution of the school model. Targeted measurements and a drive for continuous improvement is also necessary to allow reflection and real time course correction to ensure effectiveness of all aspects of the school’s program.

U. Education Service Provider or Other Partner
Does the charter school intend to contract with a third party education service provider (ESP) or a partner that is not an ESP to manage or substantially manage the educational program and operations of the charter school but not hold the charter contract directly? (An ESP is defined by Kentucky law as any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the charter school’s board of directors.)

Yes ☐ No ☒

If the answer is yes, the applicant shall complete the Application Addendum.

If yes, identify the ESP or other partner organization and provide their contact information:
________________________________________________________________________

NOTE: If the applicant is proposing to replicate or substantially replicate a school or school model, operate multiple schools, or intends to contract with a third-party education service provider (ESP) or a partner that is not an ESP, the applicant is required to complete the Application Addendum.

V. Proposed Principal/School Leader of School Information (if known):

Name of proposed Principal/School Leader candidate: **Not yet determined**

Current employment and employer: ______________________________

Daytime phone: ________________ Cell phone: ________________

Email: ________________________________

Resume and biographical statement: ________________________________
II. School Overview

The School Overview should provide a summary of the following:

- The proposed plan for the charter school;
- The geographic and population considerations of the charter school environment;
- The challenges particular to those considerations; and
- The applicant’s capacity and plan to successfully open and operate a high quality charter school given the above considerations.

The River Cities Academy (RCA) application was born out of a grassroots effort led by a collection of local parents and community members who wished to create a high-performing, diverse neighborhood school. The initial discussions were around providing a high-quality option for the growing number of families who are dedicated to the community and wanted to raise their children in the River Cities of Northern Kentucky. The plan has been created with input from multiple educational professionals, financial, operational and legal subject matter experts, as well as parents and involved citizens, referenced herein, thereby ensuring the foundation for a true community school.

We cherish our Northern Kentucky neighborhoods for living, working and playing and we want our families to stay here, but today, many parents are not able to easily find choices to educate their children in the Northern Kentucky urban neighborhoods. Fellow parents have communicated that the existing public schools do not meet the needs of their specific children. As parents in this community, the founding members of RCA recognize that all children learn differently. Our goal with River Cities Academy is to provide an additional public education choice for the residents of the 6 River Cities (Ft. Thomas, Dayton, Bellevue, Newport, Covington and Ludlow). Specifically, we have developed a thorough plan to deliver a public, non-profit K-8 urban community charter school that will attract a diverse learner population with the belief that all children have both the desire and ability to learn at a high level. We have developed a differentiated curriculum outline and a governance approach that we believe will enable RCA’s students to meet these high expectations. We have a strong sense of community and are committed to co-existing in a complementary manner with the other public education institutions, thereby increasing the availability of high performing educational options in Northern Kentucky.

The Founding Board and the volunteers making up the RCA Core Team have been working together on the school development since November 2016. We have engaged over forty Legislators, hundreds of citizens and multiple educational experts in charter schools, legal and financial subject matter experts to develop the proposal for a school specifically in the Northern Kentucky region. This region has a unique structure and encompasses a multi-
city, multi-county, urban layout, along with wide economic diversity and close proximity to the much larger city of Cincinnati. This uniqueness has not only been recognized through recent legislation, but also achieved designation as a Regional Achievement Zone (defined as one county containing four or more local school districts or two or more contiguous counties, each containing four or more local school districts). Therefore, RCA will be a Regional Achievement Academy that will address the needs of this densely populated urban geography. Unlike many other school districts, the focus will offer a model of education that closes the achievement gap of diverse students no matter where they are currently aligned in their academic progress. RCA will be a Regional Achievement Academy and it is expected that RCA demographics will mimic those of the six districts that make up the Regional Achievement Zone.

Based on initial research (per the hefty attendance at several community meetings), discussions with over fifty key leaders and through hundreds of conversations with stakeholders (see Attachment A: Community Meetings/Outreach Sign In Sheets and List of Meetings), founding members of RCA are confident that there is interest and a strong commitment to the opening of an additional school choice in the area. Letters of support from various community partners based upon interest and excitement in the new school model is also provided as Attachment B: Letters of Support. As such, the RCA Founding Board is proposing a school that does not mirror the approach of the existing neighboring public schools, but instead will complement the local district schools by providing a model that addresses the individual needs of students.

One challenge the Core Team has considered is that by providing a different approach, the School will not be for everyone. RCA’s innovative and different approach will attract those who feel unique academic programming is right for their child. Specifically, RCA will blend the powerful combination of a student-centered academic program with a skills-based experiential/hands-on teaching approach created around the case-based learning method. We believe that this plan puts our shared diverse learner population at the center of the educational process, while providing a supportive culture, site-based governance and experiential curriculum, which will enable students to realize their full potential and truly succeed.

To confront this potential challenge, RCA will target a student population with the same socioeconomic status, racial and ethnic backgrounds and learning abilities as the local communities, and expects to achieve a diverse student body enrollment. Founding Board members believe that a form of segregation had emerged in schools where students from different socioeconomic classes attend.
separate schools - RCA is designed to bring these families back together in the RCA school community.

This idea of separate schools where some are geared to gifted and talented or special education as well as underachievement inherently promotes inequality and results in a failure to meet individual student need as part of a true school community. Students learn from each other as well as through formal instruction. Research shows that a student who attends an integrated school is given an advantage over his or her segregated peers, regardless of racial and ethnic background.¹

In her book, “The Nordic Theory of Everything: The Search for a Better Life (Partanen, 2016),” Anu Partanen explains the two different philosophical approaches to the question of education. The first approach is the “demand” approach. Education is an investment that parents are making in their children. And so, to increase the quality of education, she asserts that the public needs to increase the demand for quality options for parents. The choice provided by offering traditional public schools, charter public schools, private schools, vouchers etc., help accomplish this goal. In the United States, many people support this theory.³ It allows parents to take the initiative to advocate for their children and to place them in the best possible circumstances. Partanen suggests that a child’s entire academic fate rests on the first roll of the dice – who they are born to (and thus their educational options).

Additionally, to circumvent potential barriers (and as a Regional Achievement Zone Public Charter School), RCA will not discriminate and will welcome all children regardless of race or socioeconomic status, thus tearing down this veil and allowing all students to feel equal. RCA’s success lies in offering a universally high-quality education and the commitment to invest in the whole child regardless of where the child resides.

Success for River Cities Academy is to house students in an environment where learning is fun and everlasting. A place where they feel safe to experiment, make mistakes and learn in a manner that they will remember by doing. Because River Cities Academy uses an approach that is experiential, through a hands-on approach and practical, thorough case-based learning application, our students won’t ask “why” they are learning something. It will be obvious, because first it is fun, and second it has application. For this reason, RCA

¹ https://www.pbs.org/wgbh/frontline/article/the-return-of-school-segregation-in-eight-charts/
² Partanen, Anu (June 2017). The Nordic Theory of Everything: In Se
has chosen a vision of a Teacher-empowered school with a focus on autonomy and personal responsibility.

As a student-centered, teacher-empowered school, teachers will be empowered to meet the needs of their students. River Cities Academy is an educational institution and a human capital organization that employs and empowers teachers to educate students to be successful. Teachers will focus on curriculum, culture and leading change in the classroom. From a school culture perspective, it is the belief of RCA that children who have a sense of purpose in their work, who feel safe, recognized and worthwhile – and have teachers who are invested and supportive – will want to come to school day-to-day and year-to-year. As such, RCA’s culture will be filled with weekly assemblies, frequent recognition and celebration of student work and accomplishments, weekly “joy” activities that promote laughter, investment in our staff and a strong commitment to mentorship “Putting Life in Learning”.

RCA will employ an experienced and highly effective leader as the school Principal. The role of the charter school Principal is demanding and complex and requires great passion, resourcefulness and resiliency, while holding essential qualifications for the job. Hiring the right Principal will be a coordinated effort among the Core Team, as the Principal will be brought on in advance of the school opening with ample time to recruit staff and enroll students. RCA will require the Principal to possess an uncommon set of competencies, combining strong instructional leadership with solid business skills and educational program management expertise. We will seek a Principal that displays the following attributes:

• Student-focused decision maker
• Focus on data and academic achievement
• People-oriented
• Self-aware
• Adaptable
• Critical thinker
• Strong communicator
• Strong organizational skills
• Inspirational leader
• Instructional leader
• Prior success in improving academic achievement among urban populations

While neither the RCA Principal nor the teaching staff will be a part of the Board, both will play a key role in the school’s governance. The overriding principle for both the Board and its committees (which the Board oversees), is to ask the probing questions and provide direction, holding the Principal accountable for results. The Board and committees will not determine program-level decisions, yet, they will focus on the “ends”, not the “means”.
The Board will hold the ultimate authority over the school and will govern and make decisions based on school reporting and review and evaluation of student performance, finance, and operations.

**Case-Based Learning Method**

RCA's curriculum philosophy is that exposure and experience lead to deeper understanding. As such, the case-based learning method will be used to bring to life the lessons taught in the classroom - magnifying “why” the child learned certain lessons, and adding a real-life purpose to the curriculum. Case-based learning is defined as “an established approach used across disciplines where students apply their knowledge to real-world scenarios, promoting higher levels of cognition.” Students work in groups on case studies, stories, and/or scenarios. Each case presents a problem or problems for which students create solutions under the guidance of the instructor.

Case-based learning incorporates guided inquiry and is grounded in constructivism whereby students form new meanings by interacting with their knowledge and the environment. The benefits of case-based learning include the following:

- Utilizes collaborative learning
- Facilitates the integration of learning
- Develops students’ intrinsic and extrinsic motivation to learn
- Encourages student self-reflection and critical reflection
- Allows for scientific inquiry
- Integrates knowledge and practice
- Supports the development of a variety of learning skills

At RCA, students will work through complex, ambiguous, real world problems, which will engage them with the course material, encouraging them to “see it from an action perspective, rather than analyze it from a distance.” Working on cases requires students to research and evaluate multiple sources of data, fostering and thus improving information literacy. The approach is innovative for early learners - introducing critical thinking at the initial stages of the learning process. Specifically, the content of the selected case studies will strongly align to the Kentucky Academic Standards.

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4 https://poorvucenter.yale.edu/faculty-resources/strategies-teaching/case-based-learning
RCA will implement the case-based learning strategically and gradually into the classrooms. The reliance upon case-based studies will increase in relevancy in the upper level grades. In-depth information on the case-based learning implementation strategy is included later in the application.

While case-based learning will be the draw and differentiator for this academy, a rigorous core curriculum in English language arts, mathematics, social studies, and science will be implemented to develop the foundational skills and prerequisite knowledge needed for students to successfully participate in case-based learning. The core curriculum, described in detail later in the application, is a combination of vendor-created and open-educational resources. All curricular resources have been thoroughly vetted, demonstrate strong alignment to the Kentucky Academic Standards, and have received high ratings from third-party quality review organizations. This core curriculum will be paced around the K-Prep requirements for grades 3-8, ensuring students are prepared for end of year state-mandated, as well as academy required, summative assessments for all students, grades K-8. Implementation and learning strategies will reflect the Kentucky Model Curriculum Framework, with the goal of developing 21st century student-learning outcomes.

The RCA Board and Core Team members are committed to seeing the school open and have demonstrated the capacity and plan to operate a high-quality community charter school. Since beginning conversations in 2016, the Team has continued to hold the belief that there is a strong need for RCA. Board Members have each committed to providing leadership through ongoing volunteer service. RCA understands the responsibility to ultimately report to our local district authorizer and the Kentucky Department of Education and will commit to providing a quality level of education through the oversight and governance of RCA.

Instead of reliance upon a charter management organization, RCA will be self-managed. As a result, RCA will better control expenses and commit maximum dollars to the school operations. The Board will employ the Principal and staff and will contract directly with highly qualified vendors to fill the needs of the school. The Principal, with the assistance of the Dean of Students and the Office Manager, will be responsible for ensuring effective and efficient day-to-day school operations.

A. Mission and Vision and General School Overview

1. State the mission and vision of the proposed charter school. The mission is a statement of the fundamental purpose of the charter school, describing why it exists. The vision statement outlines how the charter school shall operate, what it
shall achieve in the long term, and how it shall achieve the mission. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should encapsulate the educational objectives of the charter school: If the mission and vision statements do not provide the educational objectives and the information above, provide it separately as part of this section.

The River Cities Academy (RCA) mission statement has been the driving force of our work since it was created in April 2017. It is a collection of 20 words critical to our young learners’ futures. It is the driving force that keeps us focused on the top priorities for RCA.

The mission of River Cities Academy is:

to realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character.

Foundational to our belief is that all children want to do well. Therefore, we have chosen avenues for students to “realize their full potential,” keeping in mind that both experiential learning (through case-based studies and standards-based learning), academic approaches are important. Experiential learning, also known as “learning by doing,” is defined as “the process of actively engaging students in an authentic experience that will have benefits and consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking. Experiential education is related to the constructivist learning theory.” RCA believes that with our diverse learner population, we will be able to engage everyone more effectively in lessons that are experience-based. RCA will bring experiences into the classroom and use them as resourceful tools, which is a particularly important concept for many students whose home life may not be as focused, supportive or conducive to learning. We have chosen a “high expectations” approach, as our research has indicated that when children are challenged, they rise to the occasion. RCA will ensure students at all levels are challenged to meet their highest potential. Finally, the school will not only focus on academics, but will create strong and capable well-rounded global citizens. Therefore, RCA will combine both academics and social and emotional learning into the academic model every day. Non-core classes will include physical education, Art, music, and Spanish.

7 https://www.k12academics.com/alternative-education/experiential-education
8 https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/
The RCA vision is to embody the following academic model:

- A public, not-for-profit, K-8, northern Kentucky (NKY) urban community charter school with a diverse learner population. Year 1 will be comprised of K-5 and we will add a grade each year until reaching 8th Grade;
- A partner that co-exists in a complementary manner with the other public education institutions; and,
- A student-centered, high expectations school that uses a different approach to learning.

2. Provide the following general school overview information:
   a. Identify the students, grade levels and school levels upon opening and growth plan (if the charter school does not plan to open with all grade levels and school levels), and community to be served (demographic and geographic area information for the targeted student population and community) and any enrollment preferences;

River Cities Academy (RCA) will be comprised of K-5 students in year one. The school intends to expand one grade annually until reaching grade 8 (thus becoming a K-8 public charter school). RCA will be a Kentucky public charter school serving families and students who reside within the Regional Achievement Zone consisting of the six identified River Cities (Ft. Thomas, Dayton, Bellevue, Newport, Covington and Ludlow.)

Because Newport is the target location of the facility, we will address this area specifically as requested. Newport will additionally benefit from the addition of an alternative education model to increase the academic capacity of its students. Newport is a part of the Newport Independent School District (NISD), which served 1535 students for the 2016-2017 year per the Kentucky Department of Education.\(^9\) Newport includes a Newport Primary School (PK, KG-2: 526 students), Newport Intermediate School (3-6; 394 students), Newport High School (7-12: 427 students), and Campbell Regional Juvenile Detention Center (6-12; 14 students).\(^10\)

The demographics for NISD are as follows:

- White (Not Hispanic) - 54.5%
- African American - 18.5%
- Hispanic - 12.2%
- Asian - 0.0%
- American Indian or Alaska Native - 0.1%
- Native Hawaiian or Other Pacific Islander - 0.1%
- Two or More Races - 14.6%

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\(^9\) [https://applications.education.ky.gov/src/LearningEnvironmentByDistrict.aspx](https://applications.education.ky.gov/src/LearningEnvironmentByDistrict.aspx)
\(^10\) [https://www.schooldigger.com/go/KY/district/04440/search.aspx](https://www.schooldigger.com/go/KY/district/04440/search.aspx)
• Female – 50%
• Male – 50%
• Free/Reduced Lunch – 90.4%
• Special Education Rate – 12.9%
• English Learners (ELs) – 7.3%
• Gifted and Talented Gifted and Talented – 8.6%

The City of Newport, Kentucky is experiencing the same kind of economic challenges as many urban communities. As of 2017, the population is 15,219 residents of which 84.6% are White and 10.9% are Black.11 Currently, 33.3% of residents live below the poverty level including 20% of Whites and 60.9% of Blacks and the median income is $26,543.12 Encouraging news is that 80.3% of the population is a high school graduate or higher.

b. Illustrate what success shall look like; and

Success for River Cities Academy means to educate students in an environment where learning is fun, relevant and everlasting. It will be a place where students feel safe to experiment, make mistakes and learn in a manner that they will never forget. Because River Cities Academy will use an experiential hands-on approach and practical thorough case-based learning methods, our students won’t ask “why” they are learning. It will be obvious as the school will provide a fun avenue to learn as well as incorporate materials that students can relate to from their daily lives. As a result, RCA will engage in the following:

• Narrow the gap both academically and socially between high-achieving and at-risk learners;
• Ensure all 8th grade graduates are prepared for success in high school, and;
• Prepare students for a changing world with the ability to work collaboratively, think critically, and be lifelong learners.

As a result of this student-centered approach, we hope to contribute to the urban vitality of the surrounding neighborhoods by attracting a diverse, young and vibrant community of families who wish their children to attend RCA.

RCA intends to exist as a complementary education alternative to other public schools. RCA will be a student-centered, teacher-empowered, high-expectations school that uses experiential learning and the case-based learning method to engage students and encourage hand-on activity – “Putting the Life in Learning”. As such, RCA will engage the following:

11 https://factfinder.census.gov/faces/tablesServices/jsf/pages/productview.xhtml?src=CF
12 Ibid
- Regional recruitment. We will draw a diverse group from multiple (6) local districts. By drawing across the region, we limit the potential to recruit disproportionately from one school district.
- An innovative and different approach to learning. Our curriculum will be unique - taking advantage of the freedom provided in Kentucky legislation and helping to ensure we do not attract students who are satisfied with their current educational programming, but rather, attracting primarily only those who are looking for an alternative model.
- Transparency. We will openly share information. This process could include attending an annual sharing forum with the current traditional public school districts and provide best practices from our innovative and different approach to learning.

c. Align with the purposes of the Kentucky charter school law in KRS 160.1591(2) and the authorizer's stated priorities for new charter schools; and

RCA adheres to the Kentucky charter school law in KRS 160.192(2) by providing the education model to Kentucky students that address the following purposes of the law:

(a) Improve student learning outcomes by creating additional high-performing schools with high standards for student performance; (RCA will be a high performing school).
(b) Encourage the use of different, high-quality models of teaching, governing, scheduling, or other aspects of schooling that meet a variety of student needs; (RCA brings a unique model of experiential learning to the Kentucky community.)
(c) Close achievement gaps between high-performing and low-performing groups of public school students; (Through interventions and an academic program that addresses the proficiency levels of ALL students, RCA will close achievement gaps.)
(d) Allow schools freedom and flexibility in exchange for exceptional levels of results-driven accountability; (RCA is taking advantage of utilizing a customized differentiated model of education.)
(e) Increase high-quality educational opportunities within the public education system for all students, especially those at risk of academic failure; and (RCA will offer special interventions and individualized differentiated learning for at-risk students) and those requiring Special Education.
(f) Provide students, parents, community members, and local entities with expanded opportunities for involvement in the public education system. (RCA will include multiple opportunities for parents to become an integral part of the school program.)

RCA also aligns with the Kentucky charter school law in that we will offer a comprehensive instructional program within the 6 identified public-school districts.
Parents will have the ability to choose to send their children to the School. RCA will admit all students who seek enrollment (and will employ a random lottery if more students apply than can be accommodated). The School will operate in compliance with a charter school contract authorized by the district and will be governed by an independent board of directors. RCA’s governing Board will adhere to all required law as this relates. Finally, RCA will have autonomy over decision making regarding: finances; personnel; scheduling; curriculum; and instruction.

d. Specifically identify whether the charter school intends to provide comprehensive learning experiences or expanded learning opportunities to students identified by the applicant as at risk of academic failure and students with special needs as identified in their individualized education program or plan as defined in KRS 157.196 and in 158.281.

RCA will provide both comprehensive learning experiences as well as expanded learning opportunities to all students regardless of proficiency level, including those who are at-risk of academic failure and those with special education needs as identified in their IEPs defined in KRS 157.196. In addition to employing a special education teacher, the school will utilize an experienced third-party vendor, like PSI, to offer services to assure the needs of all students are being met. As well, per KRS 157.196, parents will play a key role in the education of their children. The school will offer a process of notifying parents when their child(ren) requires an IEP and all subsequent interventions as well as engaging in the intervention plans and processes. The same processes and resources will be available to visually impaired students as defined in KRS 158.281.

B. Pre-Opening Planning and Activities

Describe and provide the timeline and roles for the activities the charter school shall undertake from the date the charter contract is entered and approved to the opening day of the charter school.

The RCA Pre-Opening Planning Activities and Timeline are included as Attachment 24 Start Up Plan.

C. Educational Need and Anticipated Student Population

Describe the anticipated and targeted student population; students’ anticipated educational, behavioral, and mental health needs; and non-academic challenges the charter school is likely to encounter. Describe the rationale for selecting the location and student body and community. Identify any enrollment preferences, primary enrollment preferences and secondary enrollment preferences, on which the program is based consistent with applicable restrictions on enrollment eligibility and selection. Describe the student body and community needs for a charter school like this.
The founders of RCA are local parents and residents committed to improving public education and expanding school choice opportunities. As such, RCA is designed to meet the needs of the children and families in the area by opening a public K-8 school with a curriculum that will drive student engagement and academic success and accomplishment. RCA has selected Newport for the location as it is in the middle of the 6 River Cities and will enable ease in attendance from the target area. Transportation will be a significant need as the school anticipates 75% to 85% of our student population will be lower income based upon the income and poverty levels of families in the 6 River Cities and the Free/Reduced Lunch (FRL) statistics for the schools outlined in the Table 6 River Cities below.

### 6 River City Statistics

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>Poverty Level</th>
<th>School Stats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covington, KY</td>
<td>46,640</td>
<td>24.7%</td>
<td>Covington Independent SD, 3,721 students, FRL, 88.5%; White, 45.6%; Minority, 44.7%</td>
</tr>
<tr>
<td>Newport, KY</td>
<td>15,273</td>
<td>21.4%</td>
<td>Newport Independent, SD, 1,575 students, FRL, 90.5%; White, 54.5%; Minority, 30.7%</td>
</tr>
<tr>
<td>Bellevue, KY</td>
<td>5,955</td>
<td>10.2%</td>
<td>Bellevue Independent SD, 691 students, FRL, 75.6%; White, 84.2%; Minority, 6.5%</td>
</tr>
<tr>
<td>Dayton, KY</td>
<td>5,338</td>
<td>22.5%</td>
<td>Dayton Independent SD, 901 students, FRL, 75.5%; White, 87.6%; Minority, 10.1%</td>
</tr>
<tr>
<td>Ft Thomas, KY</td>
<td>16,325</td>
<td>6.2%</td>
<td>Ft. Thomas Independent SD, 3,055 students, FRL, 11.2%; White, 92.4%; Minority, 2.8%</td>
</tr>
<tr>
<td>Ludlow, KY</td>
<td>4,407</td>
<td>21.4%</td>
<td>Ludlow Independent SD, 816 students, FRL, 75.5%; White, 90.7%; Minority, 3.8%</td>
</tr>
</tbody>
</table>

The cumulative population of the 6 River Cities is 93,938. According to census data, approximately 27% of school-age students in the targeted area do not attend the current public schools - indicating a propensity for school choice by parents in the area. Students will need both academic and co-curricular programs.

There is a need for school choice in the River Cities, and RCA wants to provide a high performing, unique offering to assist each of these districts in providing an alternative to serve the students who are not thriving in their current public school environment. RCA has selected Newport Independent School District (NISD) as its location due to its central location. NISD, like many urban districts in Kentucky and around the country, has experienced challenges with performance. NISD was ranked within the bottom 50% of all 173 school districts in Kentucky (per the combined Math and Reading proficiency testing data) for the 2015-2016 school year.\(^\text{13}\) Per SchoolDigger, for 2016-2017, NISD ranked last in

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\(^\text{13}\) [https://www.publicschoolreview.com/kentucky/newport-independent/2104440-school-district](https://www.publicschoolreview.com/kentucky/newport-independent/2104440-school-district)
Kentucky school districts (162nd out of 162). Additionally, Newport Intermediate School ranked 676th out of 694 middle schools during the same year.

Two neighboring school districts of Covington School District and Bellevue School District both within 1.5 miles of NISD are ranked 1 out of 5 (based upon test scores, rankings, school and district boundaries, student/teacher ratios, ethnic makeup, and other metrics) on SchoolDigger’s website based upon performance.

The City of Newport, Kentucky is experiencing the same kind of economic challenges as many urban communities and RCA will be a strong alternative offering to help the district increase performance across all demographics. As of 2017, the population is 15,219 residents of which 84.6% are White and 10.9% are Black. Currently, 33.3% of residents live below the poverty level including 20% of White people and 60.9% of Black people and the median income is $26,543. Encouraging news is that 80.3% of the population is a high school graduate or higher.

Student transience is a threat for enrollment/re-enrollment and attendance in the small and closely located independent school districts of Northern Kentucky. If a family moves as little as one mile away, it may be necessary for the children to change school districts. RCA seeks to alleviate this problem by serving the newly established regional achievement zone, so that students will not have to move schools, even if their home location changes. It is understood that some children may face unforeseen obstacles to attendance outside their control. School rituals like scheduling teachers and parent volunteers to eat lunch with the students and nurture relationships may reveal deeper issues that can help with attendance concerns before there are serious attendance problems.

Statistics derived from the Kentucky State Data Center, University of Louisville indicate that the Northern Kentucky area is projected to continue growing.

RCA will have enrollment preferences limited to the following:

- The children of RCA’s leadership and full-time employees (cap of 10% of total student population, beyond which the lottery process will be used), and;

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17 https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
• Starting in year 2, preference will be given to students enrolled in RCA the previous year and to siblings of students already enrolled in RCA.

Additionally, RCA did a community survey to gauge community interest and support of an experiential case-based learning free public charter school if such was to open in the River Cities. The Board spent months gathering input from residents, parents, legislators, business owners, friends, etc., and they wanted to have a random quantitative data source that they could accurately gauge interest outside of those communications that they have had individually and collectively. RCA surveyed 101 residents of the River Cities and they found overwhelming support.

Data collection was random from people downtown exiting from Campbell and Kenton County Buildings. This collection was done to ensure unbiased and fair and objective respondents. Key results from the survey are as follows:

- 64% of River City residents agree or strongly agree that there is opportunity to improve the K-8 learning approach in their district. (Question 2)

- 90% of River City residents agree or strongly agree that they support public K-8 schools that use experience based learning. (Question 2)

- 72% of River City residents indicate they “like” or “like a lot” the idea of an experiential focused school opening in their district. (Question 3)

- 69% of River City residents who have kids indicate that they would consider sending their youngest school aged child to an experiential focused school if it were to open in their district. (Question 8)

This last question is quite telling – it says parents and guardians would be willing to consider transferring to RCA when it opens – perhaps because they pay a high tuition now or perhaps because they are looking for an educational model that would better resonate with their child’s learning style. The survey supported our belief at RCA that there is a need and desire for this school in the River Cities.

Based on information that was derived from the survey and multiple community meetings, there is a significant need and great support for RCA. We anticipate accounting for approximately 1% to 3% of the public-school population in the area. The projected breakdown of RCA attendance is as follows:
### District % Split by City Population % Split by Public Student Population % Projected to Attend RCA

<table>
<thead>
<tr>
<th>District</th>
<th>% Split by City Population</th>
<th>% Split by Public Student Population</th>
<th>% Projected to Attend RCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Covington</td>
<td>46%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>Dayton</td>
<td>6%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Ft Thomas</td>
<td>19%</td>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td>Ludlow</td>
<td>5%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Newport</td>
<td>17%</td>
<td>14%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**D. Education Plan/School Design**

1. **Provide an overview of the proposed charter school’s school program, including its alignment to the academic standards, how it implements one or more of the purposes in KRS 160.1591(2), grade levels included, major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence, or if there is no evidence then the applicant’s rationale, that the school model shall be successful in improving academic achievement for the targeted student population and shall achieve one or more of the purposes in KRS 160.1591(2).**

The educational model and design for RCA will involve creating a specific blueprint derived from a proven core curriculum aligned with Kentucky Academic Standards and additional content delivered through the case-based learning method. The predominant instructional method that will be employed at RCA is the case study, or case-based learning method, which also pertains to constructivism and experiential learning. The case-based method will use narratives with dilemmas to exemplify the standards and skills being taught. It will employ skill building as well as discussion and teamwork between participants. Finally, it will build the critical thinking skills as
students deeply analyze the dilemma as it unfolds. By presenting content in the format of a narrative, accompanied by questions and activities that promote group discussion and solving of complex problems, case studies facilitate development of the higher levels of Webb’s Depth of Knowledge; moving beyond recall of knowledge of analysis, evaluation, and application. Similar case studies facilitate interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and applications.

The case-based learning method will be utilized strategically at varied levels throughout the grades to additionally teach the Kentucky Academic Standards. Many of the methods implemented will utilize the below best practices for study in schools.²⁰

In earlier grades, fewer cases will be implemented in the classroom as foundational elements of the core classes are taught. Content and subject matter will be relative to capture the interest and keep young minds engaged. As students become familiar with the methods and teachers are taught increasingly effective ways to implement the case study method, additional cases will be utilized in the classrooms of upper grades. While the case-based learning time on task will vary, case-based study curriculum will make up approximately 5-40% of the curriculum depending on grade level and he individualized instructional plans for each classroom. RCA will implement the case-based learning method as follows:

1. The cases will be scaled to any class size and will be used in small group settings as well as full classroom sessions at RCA.

2. Provide opportunities for students to work together to solve cases which the historical literature supports as beneficial to student learning.²¹

3. Formation of diverse teams as feasible. When students work within diverse teams, they will be exposed to a variety of perspectives that can help them solve the case. Depending on the context of the course, priorities, and the background information gathered about the students enrolled in the class, instructors may choose to organize student groups to allow for diversity in factors such as current course grades, gender, race/ethnicity, and personality, among other items.

²¹ https://www.uni-bielefeld.de/exzellenz/lehre/docs/Bruffee_Collaborative_Learning.pdf
4. Use of stable teams as appropriate. If case-based learning (CBL) is a large component of the course, a research-supported practice is to keep teams together long enough to go through the stages of group development: forming, storming, norming, performing and adjourning.\textsuperscript{22}

5. Staff will walk around to guide groups and to document student learning and collect records of authentic and performance assessments. In CBL, teachers serve as facilitators of student learning. Walking around will allow the teacher to monitor student progress, assess understanding of the application of new concepts, as well as identify and support any groups that may be struggling. Teaching assistants will also play a valuable role in supporting groups.

6. Staff will interrupt strategically, every so often, for conversation in large group discussion of the case, especially when students appear confused on key concepts. An effective practice to help students meet case learning goals will be to guide them as a whole group when the class is ready. This may include selecting a few student groups to present answers to discussion questions to the entire class, asking the class a question relevant to the case using polling software, and/or performing a mini-lesson on an area that appears to be confusing among students.

7. Assess student learning in multiple ways. Students will be assessed informally by asking groups to report back answers to various case questions. This practice will help students stay on task and keep them accountable. Cases may also be included on exams using related scenarios where students are asked to apply their knowledge.

8. Teachers will also use a multidimensional assessment approach that includes many sources of information, with a focus on authentic and performance-based assessments, such as observations, anecdotal records, and student work samples.

In addition to the case-based learning and case study method, additional instructional strategies will be employed to increase academic performance. They include the following:

\textsuperscript{22} http://www.mspguide.org/tool/tuckman-forming-norming-storming-performing
To prepare students for the case studies instructional strategies and meet the requirements of the Kentucky Academic Standards, all students will participate daily in core curriculum instruction in English language arts, mathematics, social studies, and science, with remediation provided for students needing additional support. Teachers will collaborate with each student in grades K-8 to set appropriate growth goals on assessments. Areas for improvement will be identified and discussed with individual students. Targeted interventions will take place for students as needed. All teachers will post and reference learning targets which will be written in student-friendly language. Teachers will frequently utilize authentic and performance-based formative assessment data to guide and inform instruction. All teachers will utilize best practices and all available resources to design and implement lessons that promote mastery of the Kentucky Academic Standards. Teachers, along with support staff and administrators, will meet monthly to discuss student performance and growth.

Instructional decisions regarding student placement and participation in intervention programs will be made in meetings, as supported by data. Administrators will track individual students and classrooms with assessment data from aimswebPlus, will meet with teachers, and monitor classroom activities to ensure all students are growing. Teachers will utilize aimswebPlus assessment data in response to intervention and special education programs to determine appropriate interventions and remediation strategies.

The RCA education program will follow Kentucky Academic Standards, utilizing the Kentucky Model Curriculum Framework to develop 21st century skills. RCA will include case-based learning, both in, and outside of the classroom, to ensure that students receive relevant educational experiences that allow them to think critically, solve problems, innovate, collaborate, and communicate effectively. The emphasis on experiential learning (case studies) will be stronger than in most school environments (increasing by skill and grade level up to approximately 40% of the school day) because RCA believes that experiential learning through case studies will help to close the achievement gap for students who are socioeconomically disadvantaged.

RCA has designed its entire program to deliver on these purposes of the Kentucky Charter School Law (KCSL). First, we have chosen “experiential learning” featuring case-based learning. This approach adheres to (b), (c), (d) and (f) of the KCSL. Pioneered at Harvard University, the case-based learning method is the primary mode of instruction at medical, law, business and engineering schools. Case studies present students with open-ended, incomplete scenarios requiring complex solutions. RCA will
provide a case that incorporates an account of events and facts particular to the problem, with intriguing decision points designed to encourage critical thinking and student discussion. Cases will be solved through the dynamic process of exchanging information, countering and defending varying points of view, and building on the ideas of others. The case studies method is breakthrough for early learners as it introduces critical thinking early in the learning process.

Experiential learning, as emphasized by case-based learning, has shown value in placement with at-risk populations. In a study by Amy Long, youth-at-risk have responded positively to the “learning-by-doing” activities incorporated within experiential education.23 The study examined the influence that experiential education had upon a group of girls with emotional and behavioral disorders. The study concluded that “one population where experiential education has found a home is with the youth of our society. Experiential education is provided as a fun, active, exhilarating experience.”24

Additionally, experiential learning has been found to be beneficial with at-risk youth in the Chicago Public School system. According to an Albert Schweitzer Fellowship blog entitled, “Empowering At-Risk Chicago Youth Through Adventure Therapy and Service-Learning: Five Questions for a Fellow with Ryan Health”, Health concluded that “incorporating a service-learning component has expanded the experiential therapeutic progression from therapy to prevention—expanding participants’ self-awareness into group and community awareness, and then into contribution. We hope the addition of service-learning has further benefited the youths by building up protective factors including resiliency, self-efficacy, social-emotional skills, and community engagement (all skills that they can continue to develop and apply in other settings).”25

Specifically, we anticipate that RCA students will build the authentic real-world skills of: Self-Confidence, Perseverance and Grit. Students participating in case-based learning develop lifelong learning and career readiness skills. They learn to assess situations based upon a set of facts and circumstances; they discuss the relevance and value of information, with the development of evidence-based arguments. Students tackle the process of problem-identification and decision-making, by weighing the value and relevance of information, taking sides in discussions and explaining their reasoning.

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It is our goal for RCA students to develop a sense of independence and self-direction as they tackle authentic problems. Case-based learning activities support greater retention of information by creating connections between students’ knowledge development and solution identification. Students assess the available information and plan their approach to the problem. They may reorganize the available information, research for more information, or develop initial solution possibilities.

In case-based learning, educators will serve as facilitators, allowing students to navigate case facts. Educators will steer discussions with strategic Socratic “Why” questioning, encouraging students to create linkages with previous knowledge, learning in other classes, and personal experiences. Educators may ask students to compare and contrast their opinions with known facts or circumstances, allowing students to think more deeply, emphasizing relational thinking. Educators will support students’ development of creating their own conclusions, emphasizing the flexible and open-ended nature of the case solution.

**Qualified Staff**

RCA staff will consist of highly qualified professionals including the following: Principal, Dean of Students, Classroom Teachers, Special Education Teacher, Teacher's Aids, Special Education Aid, Specials Teachers (Spanish, Art, Physical Education, and Music), Guidance Counselor, Nutrition Team, Office Manager, and Fiscal Officer. These staff members will work collaboratively to create a high quality educational environment where students want to attend school and learn.

**Assessments**

RCA will rely heavily on the use of ongoing authentic and performance-based assessment to monitor student progress and inform lesson planning. Examples of ongoing assessments may include teacher observations, anecdotal records, running records, student work samples, portfolios, student journals and self-assessments, time sampling, and evidence outcome checklists. Authentic and performance-based assessments allow teachers to connect state standards to real examples of student mastery. Authentic and performance-based assessments also demonstrate how students use and apply information. These assessments provide a longitudinal account of student progress and achievement as it unfolds in the natural context of a greater learning environment, rather than a “snapshot in time” of an assessment of a limited range of skills. This multidimensional assessment approach that focuses on students’ ability to reason and solve problems using the knowledge from their curriculum allows teachers to respond in real time to student needs and abilities.
Assessing student knowledge will be critical at RCA. The staff will engage in authentic and performance-based formative, summative, and diagnostic assessments throughout each course. We anticipate that frequent formative assessments will reveal student understanding and inform instruction and intervention, while summative assessments will measure and report learning outcomes.

In order to provide teachers and the Principal with actionable data to use to support student learning, student knowledge will be assessed regularly in all courses with items aligned to Kentucky Academic Standards and via the following categories of assessments:

- Unit-level pretests will assess prior knowledge and standards mastery, providing valuable data for teachers around what students already know and what they still need to learn as individuals and collectively, as a group. This information will be used to adjust learning content, pacing, and strategies. Pretests will also provide important information to students about what they have learned and still need to learn. Authentic and performance-based formative assessments, such as quizzes and short constructed-response assignments within lessons will provide teachers and students with feedback regarding their understanding of the material as they progress through lessons and units.

- Summative assessments in courses will be administered at the end of each unit, requiring students to demonstrate their mastery of standards covered thus far. In addition, assessments delivered in traditional test formats, summative assessments will also include subjective, open-ended, teacher-scored activities and projects to fully address the breadth and rigor of the standards and evaluate the higher order and critical thinking skills associated with the higher levels of Webb’s Depth of Knowledge.

- Research specific to case-based learning for K-12 populations is growing. Partnership for Innovation in Education (PIE) has communicated significant gains in student performance at partner schools. The following is an example of their success.

Using case studies, students at Rockdale Academy in Cincinnati designed a new health and nutrition awareness program with Cincinnati Children’s Health and Medical Center (CCHMC). Students developed a partnership initiative with CCHMC that would calculate exercise and nutritional goals based on “real time” results during the school day.26 Rockdale Academy students experienced a real world example of STEM. Key skills learned include the following:

**SCIENCE**

26 http://stem.piemedia.org/portfolio_page/rockdale-academy/
Based upon the results of this case based learning methodology, Lynn Collins, Cincinnati Public School educator, stated the following: “CCHMC has been working with Rockdale students to make healthier nutritional decisions in our urban school environment. This STEM curriculum and the app really accentuates – and authenticates — their work in an educator-friendly way.” RCA hopes to bring similar results found in this one community to the 6 River Cities areas through the case based academic program at the school.

Additionally, in looking at problem and project based-learning (PBL), which is complementary to case-based learning, several conclusions show the power that case-based learning will have with our diverse learning population. Specifically, research shows:

- Increases in long-term retention of content.²⁷

²⁷ https://www.edutopia.org/pbl-research-learning-outcomes
• Promotion of long-term knowledge retention and greater gains in content knowledge by encouraging students to discuss, and answer questions about, new concepts as they're learning them.  

• Greater developmental growth in language and concept development than traditional instruction  

• Students demonstrate better problem-solving skills and are able to apply what they learn to real-life situations.  

• Students improve their ability to work collaboratively and resolve conflicts.  

• Ability to transfer skills to new situations.  

• Improvements in students’ attitudes towards learning with a stronger motivation to learn.  

• In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines.  

• Students perform at least as well on standardized test as students engaged in traditional instruction.  

• Students show improved critical thinking.  

• Students exhibit more engagement and are more self-reliant.  

• Students have better attendance.  

2. Describe any of the unique features of the charter school, such as an innovative alternative calendar for the school year, longer student attendance day, key partner organizations, multiple campuses, school culture, etc.

RCA will have longer days (approx. 8:00 a.m.-4:30 p.m.) and a longer year (193 days as compared to the Kentucky minimum of 170 days). By the time a student leaves RCA at 8th grade, they will have accumulated an extra 1.5 to 2.2 years of learning versus the traditional approach. In addition, teachers, on a rotational basis, will be expected to be available beyond regular school hours (via phone). Finally, we envision a school that provides a

29 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness  
30 https://www.bie.org/objects/cat/research  
31 https://www.bie.org/objects/cat/research  
33 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness  
34 https://www.bie.org/objects/cat/research  
35 https://www.bie.org/objects/cat/research  
36 https://www.bie.org/objects/cat/research  
37 https://www.bie.org/objects/cat/research  
38 https://www.bie.org/objects/cat/research
“Homework Café” as an opportunity to ensure that homework does not have to be taken home.

The RCA “Homework Café” is a time and space where students will do their “homework” during school hours. RCA will take advantage of our longer school day and school year to eliminate the concept of taking work home. Admittedly there may be times where some work may go home – but it will not be by design. At the Homework Café students will, in a supervised environment, do their individual work. Additionally, students who have finished their individual work will act as mentors, which not only is consistent with the school’s supportive culture, but also deepens the mentor’s knowledge of the materials with which they are coaching.

Homework can be stressful – for the student and for parents who may have to work third shift or who may not have the time or skill level to help. Individual work will be conducted on-site at the “Homework Café” during school hours. Coaching and mentoring help will be available for all students. The current classroom teachers, along with potential external specialized staff, will conduct the coaching and mentoring during the day, and will engage in building and leveraging an ongoing goal of increasing student achievement.

RCA also holds that parent and community involvement is critical for the success of the School and the students. Staff will encourage parents and guardians to engage in the “Homework Café” and in additional programming at the School.

3. Describe the charter school’s plan for using external, internal, and state-required assessments to measure student progress on the performance framework as identified in KRS 160.1596, and how the charter school shall use data to drive instruction and continuous school improvement.

RCA intends to have two testing approaches. First, RCA will comply with standardized state required testing - enabling us to be compared to the performance of other schools in the State and country. In addition, we feel that given our more experiential learning case-based approach to learning and our planned diverse learner population, we will use supplemental testing to monitor interim progress to guide and adjust as necessary. A brief list of assessments is as follows (the details of this testing are in Section III B (5) of this application):

State Required Assessments
Kentucky Performance Rating for Educational Progress (K-PREP). This assessment will ensure and demonstrate that our students are performing at a high level, and that the curriculum and teachers are effective. The tests will be administered in grades 3-8 and include the subjects of Reading, Mathematics, Science, Social Studies and Writing. The
test will be administered between April and June with makeup sessions allowed during the window immediately following.

Alternate K-PREP. The Kentucky Alternate Assessment will assess the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress). It will be administered according to state guidelines.

**Internal Assessments**
Unit-level pretests will assess prior knowledge and standards mastery, providing valuable data for teachers around what students already know and what they still need to learn as individuals and collectively, as a group. This information will be used to adjust learning content, pacing, and strategies. Pretests will also provide important information to students about what they have learned and still need to learn.

Authentic and performance-based assessments, in conjunction with scored formative assessments, such as quizzes and short constructed-response assignments within lessons, will provide teachers and students with feedback regarding their understanding of the material as they progress through lessons and units.

Summative assessments (authentic, performance-based and scored) in courses will be administered at the end of each unit, requiring students to demonstrate their mastery of standards covered thus far. In addition to assessments delivered in traditional test formats, summative assessments will also include subjective, open-ended, teacher-scored activities and projects to fully address the breadth and rigor of the standards and evaluate the higher order and critical thinking skills associated with the higher levels of Webb’s Depth of Knowledge.

**External Assessments**

For the nationally norm referenced test, RCA will utilize aimswebPlus from Pearson. aimswebPlus is a benchmarking and progress monitoring assessment tool for K-8 foundational reading and math skills. It also includes screeners for dyslexia and behavior. With aimswebPlus, RCA will use assessment data to identify and group at-risk students, monitor and report student progress, and predict performance on the grade-level expectations assessed on the Reading and Math portions of the K-PREP.

The aimswebPlus builds upon brief, valid, and reliable measures of foundational skills in reading and math by adding standards-based assessments useful for instructional planning. The system also includes a teacher-friendly system for dyslexia and behavior screening.
With aimswebPlus, RCA will administer fall, winter, and spring benchmarking assessments. These results will be used to identify students at risk of falling through the cracks so that intervention can be planned, implemented, and monitored. aimswebPlus will:

- Support meeting accountability requirements;
- Help uncover learning gaps faster and more accurately;
- Screen and monitor students with one assessment system; and,
- Provide student progress data for more effective instruction and interventions.

Mindprint assessments will also be used at RCA. Mindprint is an online, one hour, scientifically valid cognitive battery test developed at the University of Pennsylvania Perelman School of Medicine. Mindprint identifies areas of giftedness, learning challenges and cognitive strengths, so teachers can effectively personalize support to each child. This assessment will be administered at the start of each school year.

4. **Specifically identify and describe any comprehensive learning experiences or expanded learning opportunities, for students identified by the applicant as at risk of academic failure and students with special needs as identified in their individualized education program or plan as defined in KRS 157.196 and in 158.281, the charter school intends to provide.**

RCA will implement a Response to Intervention program to address the needs of all students, including those who need special accommodations and those who are at risk of academic failure. A leadership team consisting of the Principal, Dean of Students, Teachers, Special Education Teacher, third party providers (when needed) and parents (when needed) will meet to make informed decisions regarding necessary accommodations.

**Students at Risk of Academic Failure**
For students at risk of academic failure, interventions will be provided that address academic deficiencies. The curriculum utilized has been successful in increasing the achievement outcomes of diverse learners, including at risk students and struggling readers. The school will incorporate individualized and differentiated instruction for maximum effectiveness to address the needs of all students, including those at risk of academic failure and for students with disabilities. Interventions will include: small group interventions; re-teaching of lessons; before- and after-school tutoring; and, 1-1 interventions. Teachers will amend and adjust the curriculum to provide differentiated and individualized instruction to students. Any potential gaps in the commercial curriculum will be amended by supplemental or internally created supports. Supplemental resources such as the Wilson.
Reading System (WRS) curriculum, which is especially developed for assisting struggling readers, will be adopted or developed to address specific needs of the student population.

Special Needs Students
RCA will provide a qualified Special Education Teacher to meet the needs of students requiring an individualized education plan as defined in KRS 157.196 and 158.281. All students with disabilities, regardless of the disability, will be served. RCA’s Special Education Teacher will be allotted planning time by grade level three times per week. There will be collaboration between the Special Education Teacher and general education teachers to assure that students requiring the special needs are instructed in the least restrictive environment. The Special Education Teacher will be provided one half day per month to meet with the general education teachers to review progress and compliance relative to special education programming. The Individual Education Plans (IEP’s) will identify goals, services, accommodations and modifications for students who qualify. For students with emotional or behavioral disabilities, services may include small group interventions, 1-1 interventions, and separate classrooms for a partial or full day, and support of the Special Education Teacher. The support will include availability after school hours.

Students who have special needs will have access to the highly qualified Special Education Teacher; however, if additional assistance is required, RCA will contract with a third party vendor to provide behavior and mental health experts, a school psychologist, assistive technology devices, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, and any additional resources needed. RCA will utilize service providers such as the Northern Kentucky Cooperative for Educational Service to provide such specialized services, which include health and mental health, and trauma informed care services for the school.

E. Community Engagement

Explain the plan for the following:

1. The methods to be used to inform the proposed charter school’s intended community shareholders about the proposed charter school;
2. The strategies to be used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
3. The form and nature of feedback to be received from the charter school community shareholders and the process for incorporating that feedback in the charter school; and
4. The process by which the charter school shall incorporate community input regarding the educational and programmatic needs of students.
RCA will host community meetings, events, and town hall meetings to inform the community and parents about the school. Meetings will be held with community stakeholders, community development organizations, social service agencies, church leaders, community leaders, politicians, and potential service providers to communicate information about the school.

Since 2016, the RCA Core Team has held two community meetings (with over 60 attendees), met with approximately 28 community leaders, communicated with over 40 legislators, engaged multiple education experts, met with all 6 of the River Cities superintendents, and held bi-weekly Core Team meetings (with over 29 meetings to date).

The community has been involved with the school since inception. The RCA Board and Core Team has solicited community feedback during the meetings with leaders, stakeholders, and parents. Input from RCA stakeholders is critical to the school's success and will continue to influence the design of the school. In addition to meetings, RCA leadership is available for discussion regarding the educational program, resources, extracurricular activities as well as additional thoughts and recommendations on community engagement and additional student support. These meetings will also result in identification of potential board members and partners who can provide wrap-around services.

The RCA school plan has evolved from the community input. Community engagement is valuable way of shaping RCA that will continue as we move forward.

**Explain the plan for the following:**

1. The methods to be used to inform the proposed charter school’s intended community shareholders about the proposed charter school;

Once authorized, RCA will hold community meetings approximately every two months until opening to inform citizens and continue evolving the design and connection with the community. A public relations and marketing campaign will be used to reach deeper into the community, incorporating the already operating infrastructure of neighborhood meetings and city processes. Finally, once operating our plan is to hold an annual community meeting where we will share via a live meeting our results and learnings. The target for this meeting will be not only the shareholders, but also the other 6 local school boards, ideally creating a culture of sharing and trust with our partners in education.
2. **The strategies to be used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs:**

RCA will continue to survey community members in the regions of the 6 cities. Based upon feedback from the initial meetings and the intense desire of educational alternatives from the community, RCA has continued to schedule the abovementioned community meetings. These meetings will be held minimally once every other month. The Core Team believes that forums allow parents to become informed about their education options, discuss issues, question different elements of the law, and examine the proposed curriculum.

3. **The form and nature of feedback to be received from the charter school community shareholders and the process for incorporating that feedback in the charter school; and**

Below is a draft communications plan for RCA to solicit and share feedback from community shareholders. We believe that communication will be a critical element to the School's success. Stakeholder feedback, proper governance, parental support, responsive teaching, and most importantly student success all rely on accurate, timely, reliable and clear performance data.

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Access Point of Data</th>
<th>Frequency of Reporting</th>
<th>Format of Reporting</th>
<th>Purpose or Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Newsletter, Phone Calls, Parent Teacher Conferences, Progress Reports, Testing Results, Open Houses, Community Events, Annual Report, Graduations</td>
<td>Weekly and Monthly</td>
<td>Face to Face, Telephone Calls, Events, online communication, electronic medium</td>
<td>To keep them informed and up-to-date on progress of their child. Also, to keep them informed of building level initiatives and expectations.</td>
</tr>
<tr>
<td>Students</td>
<td>Class Interactions, Newsletters, Phone Calls, Parent Teacher Conferences, Progress Reports, Testing Results, Open Houses, Community Events, Annual Report, Graduations</td>
<td>Daily, Weekly, Monthly</td>
<td>Face-to-Face Instruction, flyers, Telephone Calls, Events, online communication, electronic medium</td>
<td>To instruct them and to keep them informed and up-to-date on progress and building expectations.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Leadership Interactions, Newsletters, Phone Calls, Teacher Evaluations, PD, Testing Results, Open</td>
<td>Daily, Weekly, Monthly</td>
<td>Face-to-Face Expectations, Events, Progress, Requisite Teacher</td>
<td>To keep them up to date on expectations, progress,</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Houses, Community Events, Annual Report, Teacher Based Team Meetings, Testing Results, Graduations</td>
<td>Documentation, Emails, online communication, electronic medium</td>
<td>documentation needed, building progress, etc.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Board</strong></td>
<td>Teacher Based Team Meetings, Teacher Evaluations, Principal Evaluation, PD, Newsletter, Board Materials &amp; Meetings, Annual Report, Sponsor Reports, Sponsor Site Visits, Parent Teacher Conferences, Complaints, Open Houses, Building Testing Results, Graduations, Community Forums</td>
<td>Telephone Calls, Emails, Progress Reports, Sponsor Compliance, online communication, electronic medium</td>
<td>To keep the building running smoothly and all communications consistently flowing.</td>
<td></td>
</tr>
<tr>
<td><strong>Authorizer</strong></td>
<td>Board Meetings, Open Houses, Graduations, Complaints, Annual Report, Sponsor Compliance</td>
<td>Monthly and as needed</td>
<td>Telephone Calls, Emails, Progress Reports, Compliance Updates, online communication, electronic medium</td>
<td>To oversee the building leadership and keep the building running smoothly.</td>
</tr>
<tr>
<td><strong>Public/Community</strong></td>
<td>Teacher Based Team Meetings, Teacher Evaluations, Principal Evaluation, Department of Education Communication, PD, Newsletter, Board Materials &amp; Meetings, Annual Report, Sponsor Reports, Sponsor Site Visits, Parent Teacher Conferences, Complaints, Open Houses, Building Testing Results, Graduations</td>
<td>Monthly and as needed</td>
<td>Telephone Calls, Emails, Progress Reports, School Compliance, online communication, electronic medium</td>
<td>To oversee the building leadership and keep the building running smoothly.</td>
</tr>
</tbody>
</table>

### 4. The process by which the charter school shall incorporate community input regarding the educational and programmatic needs of students.
We believe that the community will greatly benefit from using an open communications program and a shared gradebook that provide data based feedback. As has been outlined above, RCA will use data about trends in students’ performance to adjust the curriculum or practices being used, to maximize instruction.

The Principal and Dean of Students will structure time to evaluate and monitor students’ progress and community input, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of students.

Specific strategies that will be taken are as follows:

- Building leadership will meet regularly (at least once per month) to keep improvement efforts moving forward and provide leadership to the professional development effort. They will receive assistance from external facilitators if possible and needed based on targets.
- Building leadership will meet with teachers regularly and will frequently observe classrooms and provide support/peer coaching for all teachers with extra time provided for those that need it. They will demonstrate teaching and modeling of effective practices as requested by the teachers.
- Building leadership and teacher based teams will continue to examine data on students, teaching of reading, and school climate. Leadership will examine student assessment data to determine progress and to decide where further change is needed. They will look at data on classroom reading instruction – what is taught, how lessons are being taught, how much time is spent on different aspects of reading instruction – and determine strengths as well as further changes that are needed. They will review and discuss data on school climate, collaboration, leadership, and partnership supports and determine strengths as well as further changes that are needed.
- Building leadership will analyze the school-wide reading program and data.
- Building leadership will review overall survey results, and ensure that the community voice is being heard and implemented within the school.

The school will evaluate the plan every several months, dissect the barriers against the curriculum, and make appropriate adjustments.

In addition to academics, the school will use community feedback to determine various extracurricular activities and volunteerism opportunities that can be implemented in the school. Community feedback may lead to the development of wrap around services and after school programming.

**F. Leadership and Governance**
As Attachment 1 Board Governance, list the members of the applicant and how they meet the requirements of KRS 160.1593(1), the charter school’s proposed leadership team and charter school board of directors, including their roles with the charter school and their current job title, and employer, and full resumes for each individual listed and the requirements of KRS 160.1592(7)(b) and (c), (8) and (14), and KRS 160.1593(3)(e) and 701 KAR 8:020).

The RCA Core Team responsible for submitting this request for authorization is comprised of seven local residents, parents, educational and business operational professionals, and committed citizens from Northern Kentucky who all have children. Five of the seven members have school-age children attending schools within the region. The collective group is impressive, amassing twelve Post-Secondary degrees across ten different disciplines, five states and two countries. One individual has strong education experience (of over twenty years) including curriculum analysis, professional development and programmatic implementation. One of the members has a strong background in financial management, and one in the field of law. Finally, one has a robust background in performance management and organizational success. All seven members hold significant professional business and operations experience and have substantial experience with volunteerism. They have all dedicated significant time and energy over the last two years to design a school set to succeed in Northern Kentucky. Attachment 1 Board Governance and Board Resumes includes details on each of the seven Board Members. RCA will utilize a Board and committee structure to govern operations.

Adkins & Company governance and compliance consultants have been working with the RCA Core Team over the past year. Yvonne Adkins, Owner and Chief Consultant, is a board governance and operational expert with over 18 years of experience working with governing boards. She has extensive experience helping founding teams develop and open charter schools. Adkins & Company consultants have worked with over 100 boards in multiple states to develop and maintain effective governance and operational practices. Knowing that effective governance and compliance practices are critical to a school’s performance, Adkins works with founding teams from the onset to provide expertise and access to vendors and service providers in all different operational and educational service areas needed to operate a charter school.

At the startup of the school, the Board will be comprised of seven people with three active committees. All Members of the Board meet the requirements outlined in KRS 160.1593. The Board and committees will have a balance of experts, parents of RCA students, teachers (committees only) and community members. The three initial committees will be: Finance, Governance and Academic Excellence. After the initial start-up phase, RCA will consider expanding both the board size and the number of committees. Post
authorization, the Principal and Leadership Team will be identified in addition to the individuals for the Board beyond the founding Core Team. These appointments and hires will be consistent with requirements outlined in KRS 160. The Board is currently comprised of the following members: Lynn Schaber, Sarah Strauss, Evelyn Pence, Jeff Weghorst, Ian Maloney, Sabrina Tinkler, and Jillian Stashak.

Additionally, members of the Core Team and Governing Board for RCA may create a separate Board to govern the RCA Foundation, which will operate as an independent non-profit tasked with raising funds to be used to aid in the public education of students of the River Cities Academy and within the Northern Kentucky Achievement Zone as defined by KRS Chapter 160. None of the founding Core Team members will be employees of RCA nor with any suppliers that are or may provide services to RCA. While charter school expertise has been utilized in the development of the RCA educational and operational model, no management organization will be contracted for ongoing management of the school.

G. Enrollment Summary

1. **Complete the following table, removing any rows for grades the charter school shall not serve.**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>RCA Planned Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>K</td>
<td>44</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
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<td>4</td>
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<td>5</td>
<td>23</td>
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<tr>
<td>6</td>
<td>23</td>
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<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
</tr>
</tbody>
</table>

Note: KRS 160.2093(3)(f) requires a charter application to “demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students”.

2. **Describe the rationale for the number of students and grade levels served in Year One and the basis for the growth plan illustrated above.**
The introductory year is based on adding 2 classes at the highest demand grades of K through 2nd grade and 1 class in each of 3rd through 5th grade. As we progress through the years, RCA would like to add classes, until we reach a maximum of 2 classes in K through 5th grade and 1 class in each of 6th through 8th grade. The smaller enrollment in 6th through 8th is consistent with the local habit of changing schools at the 6th grade. As is outlined above, class size averages 19 to 23 per class, but RCA is aware that this number will vary and will adjust grade level classes to meet the needs of the students enrolled in the school.

3. **Describe the total enrollment capacity, whether the enrollment capacity is determined by grade level or by school capacity overall and whether the charter school can adjust specific grade level capacities within the stated total enrollment capacity.**

To be successful we will need to be flexible in adjusting to the enrollment needs. The above enrollment plan is the Core Team’s best estimate. Given the approach of having multi-age learning groups, we are exceptionally flexible to adjust at the grade level based on enrollment. In addition, while we have not confirmed our site, the plan is to have a facility that provides flexibility to adjust both by grade and enrollment in absolute. RCA believes that serving 300 students by year five is a strong plan, however, the school will be prepared to flex up to 500 students over a 10-year period if the selected facility allows. This is a total number, not by-grade level.

4. **Identify the number of students by which the charter school may be able to exceed the stated total enrollment capacity and describe whether that number is total or by grade level.**

As stated herein, the facility is not yet confirmed, so RCA does not have a firm number by which student enrollment will exceed capacity. The school is expecting to adjust as needed due to enrollment demand and will work to achieve the target enrollment. Additionally, the Board will determine if the school would consider applying for an expansion (if enrollment exceeds expectations).

5. **Identify the minimum number of enrolled students necessary for financial solvency and sustainability for the school year and for the charter contract term.**

Given financial solvency is based on: i) per pupil funding received and; ii) private fundraising, RCA anticipates being able to stay solvent with the minimal number of students at 120. Specifically, the RCA facilities plan includes adding space with
growth versus starting with a facility built out to capacity at year one. As such, RCA’s biggest fixed cost (facilities) will not be a major constraint. At 120 students we will have critical mass and can keep one class at each of the K through 8th grades. Again, we anticipate that our age-based class approach will provide the flexibility to not need evenly distributed students by class level.

6. Describe the charter school’s plan for filling student enrollment vacancies after the first year resulting from annual attrition.

RCA’s enrollment plan incorporates a 10% attrition rate from Year 1 to Year 2. We understand that charter schools experience attrition in early years, and are expecting a 10% drop year one. Due to this, the Core Team has established a detailed student recruitment plan that begins in the spring to include marketing, parent meetings, canvassing and various tasks to ensure School Leadership obtains additional new enrollment to fill the student seats. With this said, there is an expectation that the School may result in lower enrollment in year two and adding classes will assist in these numbers. Additionally, as stated above, the School will be financially viable at 120 students, which is less than the expected first year enrollment minus a potential 10% attrition rate.

Open enrollment will occur all year long, and as vacancies are available, students will be permitted to enter openings upon completion of enrollment documentation. RCA may alter numbers per classroom (to attribute for attrition) but will never exceed the statewide maximum teacher/pupil ratio. These decisions will be made by the Principal in order to keep the school at the highest capacity and thus combat overall attrition. The school will continually offer awareness of its operations to the community, which can lead to year-round recruitment.

7. Describe the following aspects of the charter school’s enrollment plan:
   a. The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students; and

Student anticipated growth over time, annual attrition, as well as plans to re-enroll students have been outlined in question 6 above, and included in Attachment C Enrollment Recruitment Plan.
Based on learnings quoted by The National Resource Center on Charter School Finance and Governance, we have assumed: i) a 10% attrition rate from year 1 to year 2 (subsequently backfilled through additional student recruitment) and; ii) a 94.5% attendance level throughout our term (weighted average for River Cites area). Our objectives are to have 0% attrition and 100% attendance, but for financial planning purposes, we have built in the assumptions recommended by The National Resource Center on Charter School Finance and Governance. The pattern of growth tracks that with the addition of new classes, RCA will result in an average growth rate of 10% per year over the first 5 years. If we have a situation that we receive more applicants than can be absorbed, we intent to use the lottery system as outlined in the KRS160 legislation. If we are short in attendance, we will gain an understanding of the issues (e.g. awareness, reputation, school hours, etc.) and will adjust our plan and/or double our marketing and recruiting efforts.

b. A statement about any growth in capacity that the applicants may seek in a future charter period if the charter school is renewed.

The RCA Board will take into consideration the School’s financial health, evaluating operational performance including student data and academic performance. The Board will evaluate the needs of the school reviewing reports and data provided monthly, quarterly and annually throughout the term of the charter contract. The Board, with consult from Adkins & Company and Bookkeeping Plus, will determine if it is in the school’s best interest to expand prior to coming to the Authorizer for approval to expand the school’s capacity (if enrollment exceeds expectations).

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III. Educational Program Design & Capacity

A. Program Overview

1. Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model.

RCA Education Program

RCA will utilize a constructivist approach to offer an educational program combining experiential learning and standards-based academic approaches that engage students with authentic experiences. RCA will present an alternative education model for diverse learners so that no matter their academic proficiency, they will receive an education that focuses on differentiated learning and individualized growth. RCA will set high expectations for all students so that they may reach their highest potential. In addition to focusing on academics, RCA will create strong and capable global, 21st century citizens by offering case-based learning that immerses students in real world challenges and solutions. The school will embed both academics and robust social and emotional learning into each day so that students are prepared to meet the rigors of high school, college or a vocational career, and life beyond.

Core Courses
Core courses will include English language arts, mathematics, science, and social studies. All students will participate in daily core curriculum lessons aligned to the Kentucky Academic Standards.

Non-Core Courses
Non-core courses will include Spanish, fine arts, music, and physical education (with health).

Primary Instructional Models
RCA will use Case-Based Learning (CBL) and Project-Based Instruction (PBL) supplemented by Formative Instructional Practices (FIP) and Direct Instruction. The primary instructional model will be Understanding by Design (UbD), in which teachers use their working knowledge of state standards and student goals to develop open-ended lesson plans and projects with specific skills and knowledge in mind as an “end goal.” Through the Reflective Cycle, teachers will analyze and assess the evidence outcomes that emerge through student work, and therefore, assess the effectiveness of daily lessons.
Teachers will use authentic and performance-based assessment to make real time adjustments to their plans to better align them with the desired learning objectives.

**Understanding by Design**
RCA Teachers will use Understanding by Design’s framework (UbD) to ensure that the school’s curriculum, content and assessment are aligned with specific outcomes and skills we seek to impart to the students. UbD is a process of backward curriculum design with three important steps:

1. Identifying the desired outcome;
2. Determining assessment evidence; and,
3. Planning learning experiences and instruction.

Step 1 – Beginning with the end in mind. RCA teachers will narrow the focus by identifying the educational priorities of a lesson. “Understandings” and “Essential Questions” help articulate and communicate educational priorities. This helps to ensure that the content is the means and skill acquisition and transfer are the end.

Step 2 – Determining a method of assessment. RCA teachers will decide how to assess learning, by measuring the student’s ability to attain those educational goals and exhibit high-level learning. Assessments will exhibit several of the six key traits of deep learning identified by UbD:
   - Explanation;
   - Interpretation;
   - Application;
   - Perspective;
   - Empathy; and,
   - Self-knowledge.

An assessment that requires a combination of these skills will identify if students understand material enough to transfer knowledge outside of the classroom.

Step 3 – Planning instruction and learning experiences. RCA teachers will plan individual learning experiences aligned to educational goals and assessments with deliberate focus on how those individual learning experiences will support transfer, meaning making and skill acquisition.

An important final step is reflection – after individual lessons, it is incredibly important to revisit the first step and measure how effectively the learning aligns with the overall goals.
Formative Instructional Practices
Teachers will be trained in Formative Instructional Practices (FIP), use clear learning targets, collect and document evidence of learning, and provide effective feedback. FIP will offer the following concepts that increase student achievement:

- Personalizes learning for students;
- Supports teacher development by making instruction the priority;
- Equips teachers with a consistent approach to implementing new learning standards;
- Establishes a system for preparing new teachers to succeed;
- Closes the achievement gap by focusing on practices proven to result in student growth;
- Provides an overarching approach to change, especially supportive of struggling schools; and
- Develops principals into instructional leaders.

There are four core components to FIP:

- Learning targets must be clear - Clear learning targets drive the teaching and learning process. Everyone is focused on what students need to learn.
- Evidence of learning will be collected and documented - Teachers and students work together to collect and document evidence of learning. Teachers use evidence to guide student learning.
- Feedback will be effective - Effective feedback moves learning forward and fosters students’ independent thinking by guiding them in the right direction.
- Students take ownership of their learning - Students will be able to accurately self-assess, give each other effective feedback, and set learning goals. They will track, reflect on, and share their learning with others.

Teacher Direct Instruction
Direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students.

While the constructivist model of CBL and PBL values teachers as guides in active discovery, students must be equipped with a well-developed and diverse repertoire of knowledge and tools in order to engage in cooperative learning. Therefore, in order to be a true facilitator and learning guide, the teacher must actively transfer knowledge to students.

that they cannot discover on their own. The development of specific math skills, vocabulary, methods for scientific reasoning, and historical facts and stories are some examples of content that will be taught using Direct Instruction. A recently published study shows the stellar results of direct instruction over the past fifty years. The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research is based on analysis of 328 studies using 413 study designs examining outcomes in reading, math, language, other academic subjects, and affective measures (such as self-esteem), and concludes the following:

“...Our results support earlier reviews of the DI effectiveness literature. The estimated effects were consistently positive. Most estimates would be considered medium to large using the criteria generally used in the psychological literature and substantially larger than the criterion of .25 typically used in education research. Using the criteria recently suggested by Lipsey et al. 6 of the 10 baseline estimates and 8 of the 10 adjusted estimates in the reduced models would be considered huge. All but one of the remaining six estimates would be considered large. Only 1 of the 20 estimates, although positive, might be seen as educationally insignificant.

The strong positive results were similar across the 50 years of data; in articles, dissertations, and gray literature; across different types of research designs, assessments, outcome measures, and methods of calculating effects; across different types of samples and locales, student poverty status, race-ethnicity, at-risk status, and grade; across subjects and programs; after the intervention ceased; with researchers or teachers delivering the intervention; with experimental or usual comparison programs; and when other analytic methods, a broader sample, or other control variables were used.”

A body of research illustrates the self-evident reality that students' interest in what they're learning is critical to their achievement. And student engagement, according to various studies, is often a direct result of teacher engagement. 44

One of the biggest reasons teachers quit, contributing to the increasing teacher shortage in the U.S., is a lack of autonomy in the classroom; indeed, overall teacher perception of autonomy in instruction has decreased since 2003. 45

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RCA teachers will be empowered to make real time decisions in student’s academic programs. RCA will have a teacher-empowered student-centered model. Teachers will customize instruction to prepare all students for success in the 21st century where they master content while producing, synthesizing and evaluating information from a wide variety of subjects rather than just memorizing facts and dates. RCA teachers will work with each student individually to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They will not only have the basic educational foundation with facts and knowledge, but even more importantly, staff will promote students to able to apply this knowledge and understand how to utilize tools to acquire, create, and develop a more cohesive understanding. The individualized instruction methods will teach the interpersonal skills necessary to work cooperatively with others to achieve results.

Case-Based Learning Method
The case-based “Socratic” learning method features students as active decision makers and problem solvers. RCA will include case studies as much more than a general framework and will provide detailed lesson designs as well. A typical lesson will start with the teacher creating curiosity (by any method the teacher deems necessary, which could be posing a question, reviewing a model, or performing an activity) for the students that then leads into a “Core Learning” lesson that teaches what the students need to know to approach the case study or project-based lesson. This process will lead into the case-based or project-based study as the next teaching method.

The selected RCA teachers will be guided in the development of the curriculum utilizing the “backward design”46 method, which will begin with the end in mind. Specific questions will act as prompts to design the actual lessons based on the determination of what needs to be mastered at each grade level, also included in the methodology. Therefore, based on the expected standards in grade 5, discussion will be centered on the actual knowledge and skills of students leaving grade 5, determining what fifth graders should know, understand, and be able to do. This determination will then drive the expectations at 4th grade and so on until the Kindergarten teachers are completely knowledgeable of the content for their students. This vertical alignment of skills will be used to set up pacing guides for each grade level for the year, so all stakeholders will know what is being taught and when it is being taught. This method of curriculum planning will drive the development of the case study as staff identify critical content that needs to be mastered.

The RCA education program will follow Kentucky Academic Standards, utilizing the Kentucky Academic Standards and the Kentucky Model Curriculum Framework. RCA will emphasize experiential learning both in and outside of the classroom in order to ensure that students receive relevant educational experiences that teach them to think critically, solve problems, innovate, collaborate, and communicate effectively. The emphasis on experiential learning (case studies) will be much heavier than in most school environments, because RCA believes that experiential learning levels the playing field for students who are socioeconomically disadvantaged. Experiential learning has historically been recommended as an important element in engaging disadvantaged students. According to a research paper entitled “Effective Schooling Practices and At-Risk Youth: What the Research Shows” by Greg Druian and Jocelyn A. Butler 47, the noted researcher Gary Wehlage, states that “the most important curricular characteristics of effective programs for at-risk students is the experiential curriculum. Experiential activities offer possibilities for maximizing adolescent development that are important.” Wehlage further stated, “We believe there is sufficient evidence about the effects of experiential education to argue for it as an essential component of and program for marginal students.”48

Project-Based Instruction

Project-based learning (PBL) hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers49, project-based learning essentially involves the following:

- Students learning knowledge to tackle realistic problems as they would be solved in the real world;
- Increased student control over his or her learning;
- Teachers serving as coaches and facilitators of inquiry and reflection; and,
- Students (usually, but not always) working in pairs or groups.50

PBL has been proven as a tool for increasing achievement in a wide variety of student populations. In 2017, researchers in Michigan showed that project-based learning in high-poverty communities can produce statistically significant gains in social studies and informational reading.51 “Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students’ attitudes towards learning, among other benefits.”52 Project based learning also has been shown to work well with special needs populations. “Through partnering with a preschool Special Education class, fifth-grade students learned and taught their community about developmental disabilities, enhancing their own empathy in the process.”53 Teachers reported that the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about subject-matter that was familiar and accessible. Teachers in this study also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason. Additionally, several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle- to low-achieving students.54

PBL is uniquely suited to our population of students whom we are educating in the 21st century for jobs and skills that are mostly unknown to us. The pace of technology is moving so quickly that we do not truly know what type of jobs will be available to our students. Instead, we must focus on the necessary skills that will allow them to be successful in any career path they may choose. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well PBL increases long-term knowledge retention and a greater depth in content knowledge, greater developmental growth in language and concept development, better problem-solving skills that they are able to apply to real-life situations, improved ability to work collaboratively and resolve conflicts, ability to transfer their skills to new situations, stronger motivation to learn, increased level of engagement in school, improved critical thinking, gains in self-reliance and better school attendance. PBL has been shown to be more effective than traditional methods for teaching math, economics, language,

54 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness
science and other disciplines. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well:

- PBL increases long-term retention of content: (Strobel & van Barneveld, 2009; Walker & Leary, 2009) PBL promotes long-term knowledge retention and greater gains in content knowledge by encouraging students to discuss, and answer questions about, new concepts as they’re learning them.
- Greater developmental growth in language and concept development than traditional instruction.
- Students demonstrate better problem-solving skills and are able to apply what they learn to real-life situations.
- Students improve their ability to work collaboratively and resolve conflicts.
- The ability to transfer skills to new situations improves students’ attitudes towards learning with a stronger motivation to learn.
- Increases in level of student engagement and heightened interest in content: PBL is perceived positively by students, and described as fostering greater engagement with the subject matter. Students report enjoying the active, hands-on approach to content, as well as improved perceptions of the subject matter.
- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines.
- PBL students perform at least as well on standardized tests as students engaged in traditional instruction.
- PBL students show improved critical thinking.
- PBL students exhibit more engagement and are more self-reliant.
- PBL students have better attendance.

2. Identify and describe any resources/instructional materials the charter school has identified and explain how these shall meet the needs of all learners, how and why the charter school selected them for use in this charter school with this target population, and the research basis for selecting these resources/instructional materials; or, if the materials are novel and lack an established research base, describe why they are likely to succeed with the targeted school population.

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55 https://www.edutopia.org/pbl-research-learning-outcomes
56 https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/#unique-identifier
57 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness
58 https://www.bie.org/objects/cat/research
59 https://www.edutopia.org/pbl-research-learning-outcomes
60 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness
RCA’s core curriculum resources will include Singapore Math for mathematics, EL Education for English language arts, STEMscopes for science, and TCi and Discovery Education for social studies.

Singapore Math and EL Language are already widely implemented successfully with underperforming students to boost knowledge and scores at numerous schools both locally and nationally. STEMscopes, TCi, and Discovery Education are also widely in use and have reported strong achievement gains for students. The research is overwhelming that these tools create improvement in achievement for underperforming students.

RCA will partner with Partnerships for Innovations in Education (‘PIE’), an established 21st Century Hands on Curriculum provider, to create case studies, a Resource Bank with external materials/curriculum, and finally build an inclusive PIE curriculum. The case curriculum will allow students to use dynamic and collaborative processes of exchanging information, countering and defending points of view and will be based upon Kentucky Academic Standards, utilizing the Common Core State Standards and the Kentucky Model Curriculum Framework.

RCA firmly believes that all students can learn, and that our proposed experiential learning approach is a perfect fit for underperforming students in the local school district. Experiential learning will level the playing field for socio-economically disadvantaged students, who often have fewer opportunities and experiences where they can “apply” the learnings at home.

The reinforcement of learning through experience ensures that the student fully absorbs, comprehends, understands, and can apply the material. While selected experiential learning elements (e.g., case method, project-based learning, banded learning groups) have often been leveraged in schools serving underachieving students, RCA intends to bring these elements together in a way that seamlessly serves the student and personalizes the experience – “Putting the Life in Learning” - each student’s love of learning will be realized to its fullest potential. In combining our educational approach with high performance expectations of all students, we expect our results to display successful student achievement, while allowing our children to have fun learning every day!

RCA will leverage the “Resource Bank” approach to include an array of curriculum materials for teachers to pull information from in designing lessons. The “Resource Bank” will be available to assist with the decision-making process in selecting texts and
materials. Research-based materials will be a priority and partnerships with other educators and businesses will assist in driving the higher-level thinking skills as well as the needed career readiness skills. This collaboration will allow the teachers to leverage the best features across several resources to maximize effectiveness and personalization for the student population.

The Founding Principal, in partnership with RCA teachers, and using the resources of Partnership for Innovation in Education (PIE), will be responsible for selecting the resources/instructional materials that will be included in the RCA “Resource Bank”. Criteria will include: 1) alignment with the school theme of experiential learning; 2) evidence of positive outcomes; and, 3) positive reviews/references from organizations that have leveraged the selected resources/materials. All Resource Bank materials will be aligned with Kentucky Academic Standards.

Curricular materials that will be utilized and included in the RCA Resource Bank are as follows (several sample modules, lessons, and scope and sequences are included in Attachment D Curriculum Samples):

Mathematics

- Math in Focus: Singapore Math61 - A K-8 Math program provided by Houghton Mifflin Harcourt. This curriculum is research-based and emphasizes visualization (purposeful unfolding of content to help students develop true conceptual understanding), gradual release (offering a consistent learning path that is student-focused and guides learning, tackling routine and non-routine problems), and scaffolding content (adapting to meet the needs of individual learners through systematic sequencing or prompted content).

- Singapore Math, the United States equivalent to the national mathematics curriculum used in Singapore, is the world leader in mathematics achievement, according to major studies discussed in detail in the application. Singapore Math, which refers to the curriculum used for kindergarten through sixth grade in Singapore, has become popular due to the country’s consistent top ranking on an international assessment of student math achievement called the Trends in International Mathematics and Science Study (TIMSS). In the latest TIMSS report in 2015, Singapore was ranked first in fourth- and eighth-grade math scores, while the United States ranked tenth and ninth, respectively. While American math instruction often relies on drilling and memorization of many

61https://www.hmhco.com/programs/math-in-focus
skills each year, Singapore math focuses on children not just learning but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test. The Singapore Math program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem-solving such that students have a better understanding of not simply when to use a particular equation—but why.

Singapore Math Research

- Studies show that a “Singapore Math” curriculum can improve student problem solving skills (2011-2012).62
- https://www.the74million.org/article/6-reasons-why-singapore-math-might-just-be-the-better-way/
- https://www.singaporemath.com/TIMMS_s/10.htm

English Language Arts

- EL Education (K-8)64 -This program offers a K-5 Language Arts curriculum and is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. It was created by teachers for teachers. The highly-acclaimed curriculum draws on EL Education’s 25 years of experience in engaging teachers and students in active and meaningful learning. The K-5 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. At the heart of the curriculum, at all grade levels, are hour-long module lessons. Each grade level includes four

63 https://journals.sagepub.com/doi/abs/10.1177/009365099026001004
64 https://curriculum.eleducation.org/overview
modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout. A second hour of small group instruction then follows. For grades K-2, labs allow for additional practice and exploration of the topics from the module lessons. For grades 3-5, the Additional Language and Literacy (ALL) Block allots time for differentiated practice and, in conjunction with Module Lessons, explicit instruction related to grammar, usage, mechanics, punctuation, and spelling.

- For grades 6-8, each downloadable module is approximately 8 weeks of instruction broken into 3 units. The “week at a glance” chart in the curriculum map gives the big picture, breaking down the module into a detailed week-by-week view. It shows how the module unfolds, the focus of each week of instruction, and where the six assessments and the performance task occur.

EL testimonials include the following statements:\n
- EdReports.org: Our curriculum received EdReports.org’s highest reviews. “Modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold support so that students will independently demonstrate grade-level proficiency at the end of the school year.”
- EQuIP: Educators Evaluating the Quality of Instructional Products has given its highest “Exemplar” rating to our curriculum units.
- New York: New York State commissioned EL Education to create the curriculum and the New York City Department of Education has said it is among “the highest-quality Common Core-aligned curriculum materials currently available.”
- Connecticut: The Connecticut State Board of Education has reviewed more than 10 of our curriculum units, giving them its highest “exemplary” rating. The reviewers noted the curriculum “makes reading texts closely, examining textual evidence, and discerning deep meaning, a central focus of instruction and includes a progression of academic vocabulary instruction where skills advance and deepen over time.”
- Washington: The Digital Learning Department of the Washington Office of the Superintendent of Public Instruction recommended several of our modules, noting they are “tightly aligned with standards and clearly

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65 [https://curriculum.eleducation.org/what-educators-are-saying](https://curriculum.eleducation.org/what-educators-are-saying) (accessed 10 January 2019)
addressed shifts throughout. Content is engaging and compelling, which helps middle school students grapple with complex texts. Work encourages meaningful, collegial discourse.”

- North Carolina, Wake County Public School System: The Wake County Public School System, the 15th largest district in the nation, selected EL Education’s Language Arts Curriculum for a three-year adoption that will begin with Grades 3 and 6 in the 2017-18 school year.

Science

- STEMscopes. Incubated at Rice University, STEMscopes is a 100% digital program that supports early learning, Next Generation Science Standards, and the Kentucky state-aligned curriculum. STEMscopes, is used by over 4 million students and 200,000 teachers in 50 US states, including many large, urban districts with large proportions of economically disadvantaged students and English Language Learners. Constructivist learning is at the heart of STEMscopes lesson design. Students learn best when they interact with STEM directly, beyond tablets and digital devices, and in the real world. We’ve proved that, by immersing students in hands-on learning, not only do they perform better on high-stakes testing, but they also learn about STEM phenomena at deeper levels than their peers who only do so digitally or through text. Features include:
  - Inquiry-based 5E + intervention and acceleration instructional model;
  - Cross curricular learning: hands-on labs, simulations, science reading, engineering challenges; and,
  - Continuous enhancement: feedback-based design that evolves with new content, tools, assessments, and features.

STEMscopes Research

- A “High Poverty District Raises Fifth Grade Proficiency Rates More than 11 Percentage Points in One Year” case study is attached to this application showing the success of STEMScope with high poverty schools. See Attachment D Curriculum Samples.

Social Studies

TCi Social Studies (K-5). Online Social Studies Alive! programs teach students about the world around them and how our cultures were created through interesting and engaging activities and lessons. Social Studies Alive! Me and My World explores the relationships in students’ lives with their families, friends,
teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world. Social Studies Alive! My School and Family introduce the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. Social Studies Alive! Our Community and Beyond broadens students’ awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles. Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Using TCI’s K-12 curriculum, lesson plans, and teaching resources, teachers are able to improve student comprehension of a variety of topics using social studies textbooks, science textbooks, engaging activities, hands-on science, and more. 66 Testimonials for TCI Social Studies used in multiple and diverse classrooms can be found at https://www.teachtci.com/social-studies/elementary-school.

- Discovery Education (6-8), Discovery Education's Social Studies Techbook is a comprehensive, standards-aligned, core curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills. The Core Interactive Text feature blends text and media for students of different abilities and learning styles. Students can highlight, add sticky notes, and have the text read aloud. Reading levels can be modified and text can also be viewed in Spanish. The inquiry-based format inspires the curiosity of all students and emphasizes informational text literacy, analytical writing, and problem solving skills that students will apply in academics and as citizens. Unlike print textbooks that are outdated as soon as they’re printed, Social Studies Techbook is updated regularly. Maps are updated automatically as the geography of the world changes. Through a partnership with news leader MacNeil Lehrer Productions, Social Studies Techbook includes Global Wrap, a weekly news summary of the most pressing global news. These videos, usually less than five minutes, give students a great recap of news from around the world in terms they'll understand.

- World Geography and Cultures (grade 6)
- World History (grade 7)
- US History-Prehistory through Reconstruction (grade 8)

Social Studies Research

66 https://www.teachtci.com/social-studies/elementary-school

All programs are evidence-based curricula that have been successfully implemented at schools across the country; therefore, the Board is confident that these tools will meet the needs of all students that will enroll at RCA. These resources are already widely implemented successfully with both achieving and underperforming students to boost knowledge and scores at numerous schools both locally and nationally.

The case-based learning method is already successfully leveraged across several schools and student populations. Research has been provided in the application herein. Schools that have successfully utilized the proposed approach and curriculum locally include: Ludlow Elementary School; Sands Montessori; Rothenberg Preparatory Academy; Rockdale Academy; Academy of Multilingual Immersion Studies; School for Creative and Performing Arts; Pleasant Ridge Montessori; Kilgour Elementary; Hughes STEM High School; James N. Montessori; Mildord Elementary Schools; Aiken New Tech School; Clark Montessori; and, Hyde Park School. The research has shown that the students participating in these Case Methods experienced a 75% increase in technology literacy, 95% increase in STEM subject engagement and real life applications, 100% increase in students gaining an understanding of real world applications of STEM fields, and a 90% increase in students improving their attitudes and aspirations toward STEM careers, entrepreneurship, teamwork, lifelong learning and positive change in behavior. In addition, these programs have shown a remarkable effect upon minorities, producing higher rates of academic achievement, career pathway engagement and personal confidence in subject capabilities. 67

3. If the charter school has not yet selected resources/instructional materials for this charter school, describe the criteria and process that shall be used to select them and include who shall be responsible for creating and selecting resources.

As outlined above, core curriculum resources and instructional materials have already been determined.

4. Briefly describe the evidence that promises success for this program with the anticipated student population.

67 http://stem.piemedia.org/research-facts-and-stats/
As outlined above, all selected core curriculum resources and instructional materials have been successfully implemented in schools across the country, including low performing districts with success. All curricula offer components for remediation to accompany diverse learners.

Specifically, Singapore Math has gained international recognition for its success in math and science in recent studies comparing academic performance of schools across the country. They recently were rated as one of the top providers in an OECD PISA global education survey. In addition, in an article published by the Thomas B. Fordham Institute, Kathleen Porter-Magee suggests that Singapore Math ‘clarifies the focus on answering the problem’ and helps students ‘answer a clearly defined problem’. She goes on to suggest that schools should not try to reinvent the wheel and create programs when Singapore Math has a product that is clearly increasing results. Additional success stories for implementation across the country can be found at [http://www.singaporemath.com/SMI_Press_s/327.htm](http://www.singaporemath.com/SMI_Press_s/327.htm).

EL Language has also proven to be a successfully implemented program in schools across the country with diverse readers including struggling readers. This curriculum received Edreports.org’s highest reviews, indicating that “modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold support so that students will independently demonstrate grade-level proficiency at the end of the school year.” In addition, New York State commissioned EL Education to create the curriculum and the New York City Department of Education has said it is ‘among the highest-quality common core aligned curriculum materials currently available’. STEMscopes has been shown to raise high-stakes science assessment scores in high-poverty districts. A “High Poverty District Raises Fifth Grade Proficiency Rates More than 11 Percentage Points in One Year” case study is attached to this application showing the success of STEMscopes with high poverty schools. See [Attachment D Curriculum Samples.](https://www.edreports.org/reports/overview/ahJzfVkmVhb3J0cy0yMDY2MDThGwsSCVB1Ymxpc2hlchgzDAeSBlN0cmllcxdhDA)

The case-based learning methodology has been utilized in districts with low performance to show increase in academic achievement. Schools that have successfully utilized the case method approach and curriculum locally include Ludlow Elementary School, Sands

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69 [https://edexcellence.net/articles/common-core-confusion-it’s-a-math-math-world](https://edexcellence.net/articles/common-core-confusion-it’s-a-math-math-world)
70 [https://www.edreports.org/reports/overview/ahJzfVkmVhb3J0cy0yMDY2MDThGwsSCVB1Ymxpc2hlchgzDAeSBlN0cmllcxdhDA](https://www.edreports.org/reports/overview/ahJzfVkmVhb3J0cy0yMDY2MDThGwsSCVB1Ymxpc2hlchgzDAeSBlN0cmllcxdhDA)
71 [https://curriculum.eleducation.org/what-educators-are-saying](https://curriculum.eleducation.org/what-educators-are-saying)

Below is an example of the case study model successfully used at Ludlow Elementary School in Ludlow, Kentucky.

Ludlow Elementary School students worked with antibacterial provider, Union Springs LLC, to review the efficacy of a soap product used in the school classroom. Students developed a product use and deployment process in the classrooms, and later analyzed the product’s effectiveness in decreasing sickness throughout the school. Students calculated the financial savings to the school based on student and educator absences. The case based learning resulted in the following learnings:

- Team Based Role Play
- Decision Analytics
- Comparative Strategy Development
- Data & Research Survey Skills
- STEM Career Path Exposure with CEO Mentor

Key skills learned included:

**SCIENCE**
- Observing
- Inferring
- Measuring
- Predicting

**TECHNOLOGY**
- File Management
- Data Optimization
- App Development and Coding
- Data Optimization
- Electronic Presentations

**ENGINEERING**
- Experimentation
- Problem Solving
5. **Explain how the charter school’s proposed educational program is likely to improve the achievement of traditionally underperforming students in the local school district.**

As outlined above and throughout the application, a strong core curriculum and experiential, case-based learning method are widely implemented successfully with underperforming students at schools locally and across the country to boost knowledge and scores. The research is overwhelming that these tools create improvement in achievement for underperforming students.

6. **Describe the student achievement goals for the charter school’s educational program and the chosen methods of evaluating whether students have attained the skills and knowledge specified for those goals.**

RCA’s goal is for all students to score at or above the proficient level in all Reading, Mathematics, Science, and Writing on the K-Prep as mandated by Kentucky’s Assessment and Accountability Program. RCA students will be held to successfully complete the learning goals for each grade as set by the Kentucky Academic Standards in addition to the goals we will establish for the case-based learning curriculum. RCA believes that assessments on achievement, gap, growth, and college/career readiness measures are crucial to assess not only with those tests mandated by Kentucky’s
Assessment and Accountability Program, but also in relation to our experiential learning initiatives and on the real-time assessment program, aimswebPlus, and the Mindprint assessments, learner profiles and student’s individual results from evidence-based instructional learning plans.

**aimswebPlus**

aimswebPlus from Pearson, measures students’ mastery against curriculum-based, academic benchmarks and standards, demonstrating growth over time and identifying students and groups of students who need intervention. Behavior and dyslexia screening are also offered. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead. aimswebPlus includes:

- **Universal Screening/Benchmarking** -- student benchmark scores are established three times per year using unique standardized assessment forms.
- **Progress Monitoring** -- curriculum-based measures (CBM) are used to administer and score and can be given weekly to provide continuous student progress data. Results are charted for timely, data-based evaluations.
- **Dyslexia Screening** -- the Shaywitz DyslexiaScreen™ offers an evidence-based, teacher-friendly observational rating scale for grades K–2. Each rating takes less than five minutes to complete per student.
- **Behavior Screening** -- the BASC™-3 Behavioral and Emotional Screening System (BESS) offers a quick and reliable method for determining behavioral and emotional strengths and weaknesses.

aimswebPlus provides robust reporting to support student achievement. Teachers or administrators can view student results online through the aimswebPlus data management and reporting system. Reports are specific to benchmarking and progress monitoring and include data for students, classrooms, grades, schools, and district levels.

With aimswebPlus, student benchmark scores are established three times per year using unique standardized assessment forms and compared to established cut scores and national or local norms. The results help educators identify and group students at risk, personalize instruction, evaluate student progress, demonstrate expected annual growth, and serve as a communication tool for system improvement. For most students, a battery of multiple brief measures is used for universal screening. These standards-based measures are designed to measure essential knowledge and skills as efficiently as possible. The result is that in a single class period, teachers can get comprehensive and accurate information about student and classroom performance in reading and mathematics and identify students at risk for dyslexia or behavior issues. Additionally, the multi-measure battery
provides student and classroom profiles of strengths and weaknesses to tailor instruction to the needs of all students.

**Mindprint**

Another assessment tool to be utilized is Mindprint. Mindprint enables educators and parents to understand how an individual child learns best so the child can be given the optimal supports to succeed. At the core of Mindprint is an online, one hour, scientifically valid, cognitive battery assessment developed at the University of Pennsylvania Perelman School of Medicine. Mindprint identifies areas of giftedness, learning challenges and cognitive strengths so parents and educational specialists can effectively support each child in school and beyond. Specific recommendations are provided to improve homework efficiency, test performance and learning engagement. Mindprint is used worldwide by schools, private practitioners, and parents. Mindprint assesses the following 10 skills and provides supports for additional cognitive skills and all academic skills:

- Reasoning: Abstract, Verbal, Spatial
- Executive Functions: Attention, Working Memory, Flexible Thinking
- Memory: Verbal, Visual
- Speed: Processing, Visual Motor

Because Mindprint has been normed and validated across the full range of ages and ability levels, it can be an effective tool to address a broad range of needs including:

- Universal Screening: Identify struggling learners / under-identified gifted students
- One-to-One Student Support/MTSS/PBIS/RTI: Identify specific difficulties and support struggling learners
- Study Skills Development: Help students learn how to learn
- Social-Emotional / Whole Child Learning: Support the whole child by developing self-awareness and self-regulation skills; Using the workbook it Teaches Students How to Take Charge of Learning (CAST-Universal Design for Learning Publishing pending publication April 2018)
- Personalized Learning: Learner profiles and individualized learning plans by academic subject
- Standardized Test Prep (SAT, ACT, PSAT, ISEE, SSAT)

Additional information on Mindprint is included in Attachment D Curriculum Sample.
This comprehensive suite of testing will provide some of the basis of evaluation on whether students have attained the necessary skills and knowledge to meet RCA’s goals. Teachers will collaborate with each student in grades K-8 to set appropriate growth goals. Areas for improvement will be identified and discussed with the student. Targeted interventions will take place for students as identified by assessment data.

Data Collection and Analysis
Teachers will collect data daily, weekly, and continually from assessments such as exit slips, unit assessments, and aimswebPlus. Teacher-based teams (TBTs) will meet at least bi-weekly to review and analyze student progress. Data will also be shared with the Building leadership team (BLT), and meetings will occur at least every 4-6 weeks. The BLT share the reports and resulting instructional decisions with the Board. The data informs the need for spiraling or reteaching within the unit or pacing guides or curriculum content elimination or addition by classroom/content/grade level. At any time that data indicates that what currently exists is not working, the Principal will work with teachers to identify gaps in delivery or in resources and make a determination if different or additional instructional resources are needed to meet the needs of the students. The teams will consist of the following personnel:

BLT Team:

-Principal
-Facilitator (as needed)
-Dean of Students
-Office Manager
-Teacher Leader(s)
-Special Education Teacher(s)

TBT Team:

-Elementary and Middle School Teachers
-Special Education Teacher
-Teacher Aides as beneficial
-Special Education Aide

Identify and describe the potential pitfalls and challenges in opening the charter school proposed in this application.
There are three key potential pitfalls that RCA has identified: i) Funding; ii) Timing alignment of critical elements and; iii) our innovative and different approach is new. Below is how we see the pitfalls and how we believe RCA will overcome these pitfalls:

- **Funding**: RCA has developed a comprehensive budget, a fiscally responsible financial structure (See Attachment 27 Financial Narrative) and a strong fundraising strategy: including the incorporation of a dedicated Foundation for RCA. In addition, RCA will exercise fiscal discipline to ensure that budgets are met and will actively seek outside funding to ensure resource availability for our teachers and students. Contingency plans are in order if enrollment falls below expected levels and RCA has secured the start-up funding to open the school in a timely manner.

- **Timing Alignment**: Aligning the timing of leadership, teacher and staff hires, capital investments, and student recruitment to have a successful opening has been accounted for in our pre-opening plans. We anticipate that this schedule of pre-opening activities will ensure on-time delivery of all key components. The school has developed a plan that will allow staff hires, training, and school materials to be in place well in advance of the opening day of school.

- **Innovative and Different Approach**: The RCA approach blends several features together in a way that most other public schools do not: a heavy focus on a student-centered model including experiential learning and extended learning times. As can be the case when something “new” is attempted, results must be assessed, and refinements to the approach may be necessary. We anticipate that in remaining flexible, using our detailed critical paths and relying on external experts will assist us in achieving excellence throughout the creation process. Communicating the overall school program and the results of the new teaching models is critical. Many communities are skeptical to the success of new models of education and even new charter schools. A thorough communications plan will allow multiple opportunities to meet and teach parents and community stakeholders the track record of the methodology used successfully especially within the targeted.

B. **Curriculum and Instructional Design**

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students shall meet or exceed the state standard.

1. **Describe the basic learning environment** (e.g., classroom-based, independent study), including class size and structure and what role the classroom size/facility shall play, if any.

Instructional Design
Embedded in the model is a curriculum and instructional design program that is geared to differentiated learning and offers every student individualized instruction. In combination with highly effective leadership, quality instruction, and a culture of high expectations for academics and behavior, RCA will close academic gaps and increase student success.

Students receive instruction in all core content areas as well as various electives. Students rotate classes according to their daily schedules, where they participate in a variety of direct and indirect instruction, which will also include teacher-based direct instruction, case based learning, project based learning, and Formative Instructional Practice (FIP). These instructional strategies along with their proven research references are enclosed herein the application.

**Classroom Structure**

All Classrooms and facilities will be configured for the safety and instruction of RCA students. Class sizes will range from 15 to 24 students per class. Most of the learning will be onsite, but there will be time devoted to group projects and student collaboration, with field trips to local businesses for case-based learning courses. While planning classrooms, RCA will take students with special needs into careful consideration and ensure that these students needs are addressed so that they can focus on learning. RCA will include scheduled interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.

It is our goal to have larger than typical physical classrooms, providing ample space for an experiential learning area that is separate from traditional desk configurations. Classrooms will be designed to facilitate student collaboration, choice in sitting, standing or movement during the day so that students can be active while learning. The classrooms will also include space for small group configurations. Furniture will be flexible for group as well as individual work, quiet and independent study. Observation will be welcome and easy.

Classrooms will be clean and inviting, using natural colors and as much natural sunlight as possible. Classrooms will be well-organized and efficient to optimize students’ learning potential. Each classroom will be equipped with a Smart Board and the appropriate number of outlets, and Wi-Fi Access to support technology for the 21st Century Learner. Classrooms will house laptops or iPads, Makerspace areas, mobile seating, desks, standing desks and storage cabinets.
RCA will use all areas in each room to create an atmosphere that encourages participation and learning. Wall space will be pleasing to the eye, with special attention given to student morale and learning. Walls will display students’ work products, work in progress, objects of interest, notices, instructions, word lists, reminders, plans, etc.

2. **Provide an overview of the planned curriculum, including, as Attachment 2, a sample course or grade level scope and sequence for each subject for each school level (elementary, middle, high school) the charter school shall serve. In addition, identify course outcomes and demonstrate alignment with applicable Kentucky standards.**

An overview of the planned curriculum was provided in detail in the Educational Program section above. RCA intends to partner with PIE to create a Case Study curriculum. The additional curriculum sources that will be available in the ‘Resource Banks’ includes Singapore Math and EL Language. See **Attachment 2 Sample Course Scope and Sequence** for additional information on this.

RCA’s curriculum philosophy is that experience breeds deeper understanding. Our educational approach includes:

- Experiential learning featuring case-based learning method. Much like Harvard Business School uses the Case-Method, so will RCA. However, RCA themes will be engaging for young minds, like gelato or pizza. Studies show that:
  - Case-Method drives engagement and practical application of lessons
  - Case-Method deepens community involvement (we will build lessons with local businesses)
  - Case-Method develops critical thinking skills
- Student-Centered learning through Multi-age learning groups
- Extended learning and coaching time through longer school days and year
- Homework Café to allow homework to be done on-site with access to assistance
- Integrated social and emotional learning
- Multiple literacies in science, art, personal finance, civics, communication and technology

3. **If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each.**

RCA will use the curriculum products, textbooks, online resources etc., as provided by Singapore Math, EL Education, STEMScopes, Discovery Education, and TCI Social Studies.
Non-core classes will utilize the Kentucky state standards and model curriculum to develop classes.

**ELA**
EL Language Resources

**EL Education**
Grade ELA K-5 Modules
Grades 6-8th Modules

**Science**
STEMScopes Kentucky 3D (K-8)

**Social Studies**
TCi Social Studies Alive! (K-5)
- Me and My World (K)
- My School and Family (1)
- My Community (2)
- Our Community and Beyond (3)
- Regions of our Country (4)
- America's Past (5)

Discovery Education Digital Textbooks (6-8)
- World Geography and Cultures (grade 6)
- World History (grade 7)
- US History--Prehistory through Reconstruction (grade 8)

**Math**
Singapore Math
- Primary Mathematics Common Core Edition
- Dimensions Math (PreK-8)

**Physical Education.** RCA will create a physical education curriculum based on the Kentucky Model Curriculum outlined in their Practical Living and Kentucky Academic
Standards. In addition, Kentucky Department of Education recommended resources that may be utilized in the RCA physical education programs include Go Noodle, Teach Train Love, and Classroom Energizers. Physical Education classes for all grade levels will be integrated into the RCA school day.

Music. RCA will create a music curriculum based on the Kentucky Model Curriculum outlined in ARTS and Kentucky Academic Standards for Visual and Performing Arts. The standards are directly linked to the National Core Arts Standards.

Arts. RCA will create an Arts curriculum based on the Kentucky Model Curriculum in Arts and Humanities and Kentucky Academic Standards.

Spanish. RCA will create a Spanish curriculum based on the Kentucky Model Curriculum outlined in World Languages and Kentucky Academic for World Languages.

The curriculum design for RCA will include additional resources. RCA will also use a “Resource Bank” for teachers to pull information from in designing lessons. This will allow the teacher to leverage the best features across several resources to maximize effectiveness and personalization for the student population.

4. Describe the evidence or research basis that these curricula shall be appropriate and effective for the targeted students and the proposed charter school and provide publicly accessible links or copies of that research or evidence. If formal evidence is not available, please describe rationale for this specific curriculum.

Resources included in RCA’s “Resource Bank,” which will be available to all of our teachers, will be from Singapore Math, EL Language, TCi, STEMscopes, and Discovery Education. All resources will be research-based and will have proven success already demonstrated at schools across the country.

RCA will work to develop teaching materials for case-based learning specific to RCA students. One of our resources for developing these teaching materials will be

http://www.mclean.k12.ky.us/userfiles/1123/Common%20Core%20Checklist/Primary%20Physical%20Education%20KCAS%20Aligned%20to%20NASPE.pdf


74 https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Arts_and_Humanities.pdf

75 https://education.ky.gov/curriculum/conpro/Worldlang/Pages/Standards.aspx
Partnership for Innovation in Education (PIE). PIE serves as a bridge between the education sector and community partners to develop case based teaching materials for elementary students. “PIE delivers transformational, vertically-integrated programs guaranteeing high-quality, specialized content delivery with real-time assessments.” 76

Research Links:
Singapore Math: https://www.hmhco.com/programs/math-in-focus/research-results
EL Language: https://curriculum.eleducation.org/what-educators-are-saying
STEMScopes: https://stemscopes.com/case_studies.php
Social Studies Alive!: https://www.teachtci.com/about-us

DiscoveryEDucation Social Studies TechBook:
https://www.discoveryeducation.com/what-we-offer/techbook-digital-textbooks/middle-school-social-studies/

Case-Based Learning
- https://poorvucenter.yale.edu/faculty-resources/strategies-teaching/case-based-learning
- https://www.k12academics.com/alternative-education/experiential-education

Project based Learning. Project based learning is proven effective for diverse learners including at risk students and those requiring special education. Links are below.

76 http://stem.piemedia.org/services/

• Increases in long-term retention of content. 77

• Promotes long-term knowledge retention and greater gains in content knowledge by encouraging students to discuss, and answer questions about, new concepts as they're learning them. 78

• Greater developmental growth in language and concept development than traditional instruction. 79

• Students demonstrate better problem-solving skills and are able to apply what they learn to real-life situations. 80

• Students improve their ability to work collaboratively and resolve conflicts. 81

• Able to transfer skills to new situations. 82

• Improves students’ attitudes towards learning with a stronger motivation to learn. 83

• In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. 84

• Students perform at least as well on standardized test as students engaged in traditional instruction. 85

• Students show improved critical thinking. 86

• Students exhibit more engagement and are more self-reliant. 87

• Students have better attendance. 88

• Research Outcomes. 89

• Raising Student Achievement. 90


78 https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/#unique-identifier

79 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness

80 https://www.bie.org/objects/cat/research

81 https://www.bie.org/objects/cat/research

82 https://www.prodigygame.com/blog/advantages-disadvantages-problem-based-learning/#unique-identifier

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87 https://www.bie.org/objects/cat/research

88 https://www.bie.org/objects/cat/research

89 https://www.edutopia.org/pbl-research-learning-outcomes

90 https://www.bie.org/objects/cat/research
5. Describe the formative processes as well as any formative and summative benchmark assessments that shall be utilized to align with this curriculum and how this shall help track and improve student progress, ongoing teaching and learning practices, and professional development of teachers while preserving as much class time as possible. All English/language arts and math content areas plus supplemental or elective areas should be described.

Assessing student knowledge will be critical at RCA. The staff will engage in formative, summative, and diagnostic assessments throughout each course. We anticipate that frequent authentic and performance-based formative assessments will reveal student understanding and inform instruction and intervention, while summative assessments will measure and report learning outcomes.

In order to provide teachers and the Principal with actionable data to use to support student learning, student knowledge is assessed regularly in all courses with items aligned to KY Academic Standards and via the following categories of assessments:

- Unit-level pretests will assess prior knowledge and standards mastery, providing valuable data for teachers around what students already know and what they still need to learn as individuals and collectively, as a group.
- Authentic and performance-based formative assessments, such as quizzes and short constructed-response assignments within lessons will provide teachers and students with feedback regarding their understanding of the material as they progress through lessons and units. Scored, formal summative assessments in courses will be administered at the end of each unit, requiring students to demonstrate their mastery of standards covered thus far.
- In addition, assessments delivered in traditional test formats, summative assessment will also include subjective, open-ended, teacher-scored activities and projects to fully address the breadth and rigor of the standards and evaluate the higher order and critical thinking skills associated with the higher levels of Webb’s Depth of Knowledge.

RCA will use three measurements for testing, student performance assessments, and effectiveness of our curriculum: absolute, comparative and growth measures. To this

91 https://www.edutopia.org/blog/project-au-some-building-empathy-collaboration-brenna-lamprey-beth-reilly
effect, RCA will utilize an assortment of testing resources—course assessments, aimswebPlus and the Kentucky Performance Rating for Educational Progress (K-PREP). To ensure and demonstrate that our students are performing at a high level, and that the curriculum and teachers are effective, RCA will continually evaluate the success of our assessment and intervention programs based upon student results and make recommendations for any changes that may need to be made for the next year. Additional professional learning opportunities will be provided for teachers on topics such as utilizing data to better inform instruction, differentiating instruction, experiential learning instruction, standards-based instruction, and developing assessments that better measure student mastery.

6. **Describe how teachers shall know what to teach and when to teach it including the curriculum resources that shall support instructional planning and who shall be responsible for creating or selecting these resources.**

Pacing Guides and Curriculum Maps
Pacing guides will be developed to show when particular content standards should be taught and/or assessed. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress so we know content has been covered or not covered and can assess why students did well or performed poorly on a particular assessment. Looking at the pacing guides within the data discussions with teachers allows the staff to understand if it was taught so that they are now able to identify intervention plans and strategies for those not meeting the standard versus those areas that just have not been taught yet. Pacing guides will include alignments to curricular resources, making it clear when and what curricular resources to use.

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. While the core curricula selected for use at RCA is aligned with Kentucky Academic Standards, the Principal, building level team (BLT) and teacher-based teams (TBTs) will develop, review, and revise the curriculum maps and pacing guides each year based on prior-year achievement and revisions in the Kentucky Academic Standards, K-Prep requirements, and other new state requirements.

7. **Describe the processes and procedures the charter school shall use to review, evaluate and revise the curricula to ensure effectiveness for all students, alignment to state standards and coherence from grade to grade including who shall be responsible for these processes and how teachers shall be involved.**

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RCA will review curricular alignment to KY annually as a whole and based on state revisions to the Kentucky Academic Standards via individual courses in TBTs. The BLT with input from the TBT's will review the curricular plan, sequence and scope with the Board of Directors four to six months prior to the start of school each year for approval. The RCA Board will have the opportunity to discuss the options, review research and evidence of curriculum effectiveness and alignment, and ask questions prior to approval annually. The Board will review research and results and recommended instructional changes at monthly meetings as needed.

The resources chosen will assure that RCA students have the skills necessary to demonstrate student mastery of learning objectives and the Kentucky Academic Standards. If at any time that data indicated that what currently exists is not working, the Principal will work with the teachers to identify gaps in delivery or in resources and decide if different or additional instructional resources are needed to meet the needs of the students. Data will be collected daily and weekly at the classroom level, and every one to two weeks at the building level. This data collection process will be for the purpose of analysis and evaluation of academic achievement.

8. **If the curriculum is not already developed, provide, as Attachment 3, a plan/timeline for how the curriculum shall be developed between approval of the application and the opening of the charter school, including who shall be responsible and when key stages shall be completed.**

N/A – no Attachment 3

9. **What does high quality instruction look like in the proposed charter school? What does high quality intervention look like in the proposed charter school?**

High quality instruction and intervention will feature teachers who are offered the flexibility to identify what works best for each of their students. No one size fits all model will be defined, but best practices will be identified. Through personalized learning plans supported by solid educational resources, teachers will ensure that students receive the most effective instruction possible. High quality education looks like students who are growing and excelling in their academic classes and excited to come to school and engage in classroom activities. Attendance will be high and the school will be closing achievement gaps and accomplishing the mission and vision statement. Teachers and administrators will continuously communicate with parents and guardians in a variety of ways regarding their child's performance and growth. Teachers will utilize professional learning communities to analyze student performance data and plan additional instruction, intervention or enrichment opportunities as needed to maximize each student's learning.
High quality instruction and intervention will display teachers who monitor students’ progress who are in Response to Intervention (RTI) to ensure appropriate growth. Adjustments will be made to the students’ learning program evaluated and made as needed. High quality intervention looks like implementation of the RTI multi-tier approach to early identification and support of students with learning and behavior needs. High quality intervention means continually evaluating the success of our assessment and intervention programs based upon student results and making recommendations for any changes that may need to be made for the following year. Providing additional professional learning opportunities to teachers on topics such as utilizing data to better inform instruction, differentiating instruction, experiential learning instruction, standards-based instruction, and developing assessments that better measure student mastery are also examples of high quality instruction and intervention.

Lastly, high quality instruction looks like teachers whose students are scoring proficient on the K-Prep, receiving passing grades in their courses, and demonstrating growth on aimswebPlus.

a. **Describe the primary instructional strategies that the charter school shall expect teachers to use and why they are well-suited for the anticipated student population.**

RCA will utilize Formative Instructional Practices (FIP) and Direct Instruction, supplemented by Case-Based Learning (CBL) and Project-Based Instruction (PBL).

**Formative Instructional Practices**

Teachers will be trained in Formative Instructional Practices (FIP) and use clear learning targets, collect and document evidence of learning, and provide effective feedback. FIP will offer the following concepts that increase student achievement:

- Personalizes learning for students;
- Supports teacher development by making instruction the priority;
- Equips teachers with a consistent approach to implementing new learning standards;
- Establishes a system for preparing new teachers to succeed;
- Closes the achievement gap by focusing on practices proven to result in student growth;
- Provides an overarching approach to change, especially supportive of struggling schools; and,

• Develops principals into instructional leaders.

There are four core components to FIP:

• Learning targets must be clear - Clear learning targets drive the teaching and learning process. Everyone will be focused on what students need to learn.
• Evidence of learning is collected and documented - Teachers and students will work together to collect and document evidence of learning. Teachers will use evidence to guide student learning.
• Feedback is effective - Effective feedback will move learning forward and fosters students’ independent thinking by guiding them in the right direction.
• Students take ownership of their learning - Students will be able to accurately self-assess, give each other effective feedback, and set learning goals. They will track, reflect on, and share their learning with others.

**Teacher Direct Instruction**

Direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students.93

A recently published study shows the stellar results of direct instruction over the past fifty years. The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research is based on the analysis of 328 studies using 413 study designs examining outcomes in reading, math, language, other academic subjects, and affective measures (such as self-esteem), and concludes the following:

“...Our results support earlier reviews of the DI effectiveness literature. The estimated effects were consistently positive. Most estimates would be considered medium to large using the criteria generally used in the psychological literature and substantially larger than the criterion of .25 typically used in education research.94 Using the criteria recently suggested by Lipsey et al. (2012), 6 of the 10 baseline estimates and 8 of the 10 adjusted estimates in the reduced models would be considered huge. All but one of the remaining six estimates would be considered large. Only 1 of the 20 estimates, although positive, might be seen as educationally insignificant.

...The strong positive results were similar across the 50 years of data; in articles, dissertations, and gray literature; across different types of research designs, assessments,
outcome measures, and methods of effects; across different types of samples and locales, student poverty status, race-ethnicity, at-risk status, and grade; across subjects and programs; after the intervention ceased; with researchers or teachers delivering the intervention; with experimental or usual comparison programs; and when other analytic methods, a broader sample, or other control variables were used.”

A body of research illustrates the self-evident reality that students’ interest in what they’re learning is critical to their achievement. In addition, student engagement, according to various studies, is often a direct result of teacher engagement.

One of the biggest reasons teachers quit, contributing to the increasing teacher shortage in the U.S., is a lack of autonomy in the classroom; indeed, overall teacher perception of autonomy in instruction has decreased since 2003.

RCA will engage teacher-directed instruction by using pre-tests and post-tests administered to all students in every grade level and subject that are covered by the unit of instruction. In this scenario all teachers will review the previous lesson. They will then clearly state the lesson’s topic, theme, and objectives. Teachers will be expected to stimulate an interest in the topic being discussed and model with demonstrations and graphics. In this type of instruction, the teacher will re-teach when necessary, and adapt their approach to meet the needs of their students. For Direct Instruction, RCA teachers will be expected to review the content for 20% of the period, present new material for 60% (which may be a combination of the case study and customized material from any of the above mentioned learning platforms) and summarize, confirming mastery for 20% of the period.

RCA will customize instruction to prepare all students for success in the 21st century where they master content while producing, synthesizing and evaluating information from a wide variety of subjects rather than just memorizing facts and dates. RCA teachers will work with each student individually to look at a problem and find ways to resolve that problem by incorporating a multi-disciplinary perspective. They will not only have the basic educational foundation with facts and knowledge, but even more importantly, staff will promote students to be able to apply this knowledge and understand how to utilize tools to acquire, create, and develop a more cohesive

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understanding. The individualized instruction methods will teach the interpersonal skills necessary to work cooperatively with others to achieve results.

Case-Based Learning Method

The case-based “Socratic” learning model features students as active decision makers and problem solvers. RCA will include case studies as much more than a general framework and will provide detailed lesson designs as well. A typical lesson will start with the teacher creating curiosity (by any method the teacher deems necessary, which could be posing a question, reviewing a model, or performing an activity) for the students that then leads into a “Core Learning” lesson that teaches what the students need to know to approach the case study or project-based lesson. This process leads into the case or project based study as the next teaching method.

The selected RCA teachers will be guided in the development of the curriculum utilizing the “backward design” method, which will begin with the end in mind. Specific questions will act as prompts to design the actual lessons based on the determination of what needs to be mastered at each grade level, also included in the methodology. Therefore, based on the expected standards in grade 5, discussion will be centered on the actual knowledge of skills of students leaving grade 5, determining what fifth graders should know, understand, and be able to do. This determination will then drive the expectations at 4th grade and so on until the Kindergarten teachers are completely knowledgeable of the content for their students. This vertical alignment of skills will be used to set up pacing guides for each grade level for the year, so all stakeholders will know what is being taught and when it is being taught. This method of curriculum planning will drive the development of the case study as staff identify critical content that needs to be mastered.

The RCA education program will follow Kentucky Academic Standards, utilizing the Common Core State Standards and the Kentucky Model Curriculum Framework. RCA will emphasize experiential learning both in and outside of the classroom in order to ensure that students receive relevant educational experiences that teach them to think critically, solve problems, innovate, collaborate, and communicate effectively. The emphasis on experiential learning (case studies) will be much heavier than in most school environments, because RCA believes that experiential learning levels the playing field for students who are socioeconomically disadvantaged. Experiential learning has

historically been recommended as an important element in engaging disadvantaged students. According to a research paper entitled “Effective Schooling Practices and At-Risk Youth: What the Research Shows” by Greg Druian and Jocelyn A. Butler, the noted researcher Gary Wehlage, states that “the most important curricular characteristics of effective programs for at-risk students is the experiential curriculum. Experiential activities offer possibilities for maximizing adolescent development that are important.” Wehlage is further stated, “We believe there is sufficient evidence about the effects of experiential education to argue for it as an essential component of and program for marginal students.”

Project-Based Instruction
Project-based learning (PBL) hails from a tradition of pedagogy that asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:

- Students learning knowledge to tackle realistic problems as they would be solved in the real world;
- Increased student control over his or her learning;
- Teachers serving as coaches and facilitators of inquiry and reflection; and,
- Students (usually, but not always) working in pairs or groups.

PBL has been proven as a tool for increasing achievement in a wide variety of student populations. In 2017, researchers in Michigan showed that project-based learning in high-poverty communities can produce statistically significant gains in social studies and informational reading. “Studies have proven that when implemented well, project-based learning (PBL) can increase retention of content and improve students’ attitudes towards

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learning, among other benefits.”104 Project based learning also has been shown to work well with special needs populations. “Through partnering with a preschool Special Education class, fifth-grade students learned and taught their community about developmental disabilities, enhancing their own empathy in the process.”105

Teachers reported that the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about subject-matter that was familiar and accessible. Teachers in this study also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason. Additionally, several studies indicated that the beneficial academic effects of project-based instruction were most pronounced for middle- to low-achieving students (Mergendoller & Maxwell, 2006; Tal, Krajcik and Blumenfeld, 2006). 106

PBL is uniquely suited to our population of students whom we are educating in the 21st century for jobs and skills that are mostly unknown to us. The pace of technology is moving so quickly that we do not truly know what type of jobs will be available to our students. Instead, we must focus on the necessary skills that will allow them to be successful in any career path they may choose. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well PBL increases long-term knowledge retention and a greater depth in content knowledge, greater developmental growth in language and concept development, better problem-solving skills that they are able to apply to real-life situations, improved ability to work collaboratively and resolve conflicts, ability to transfer their skills to new situations, stronger motivation to learn, increased level of engagement in school, improved critical thinking, gains in self-reliance and better school attendance. PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science and other disciplines. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well:

- PBL increases long-term retention of content.107
- PBL promotes long-term knowledge retention and greater gains in content knowledge by encouraging students to discuss, and answer questions about, new concepts as they’re learning them.108

106 https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness
107 https://www.edutopia.org/pbl-research-learning-outcomes
Greater developmental growth in language and concept development than traditional instruction. (Aral, Kandir, Ayhan & Yasir, 2010; Bicacki & Gursoy, 2010).

Students demonstrate better problem-solving skills and are able to apply what they learn to real-life situations (Finkelstein et al., 2010).

Students improve their ability to work collaboratively and resolve conflicts (Beckett & Miller; ChanLin, 2008).

The ability to transfer skills to new situations.

Improves students’ attitudes towards learning with a stronger motivation to learn (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

Increases in level of student engagement and heightened interest in content: PBL is perceived positively by students, and described as fostering greater engagement with the subject matter. Students report enjoying the active, hands-on approach to content, as well as improved perceptions of the subject matter. (Mergendoller & Maxwell, 2006; Tal, Krajcik and Blumenfeld, 2006).

In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006).

PBL students perform at least as well on standardized tests as students engaged in traditional instruction (Hixson, Ravitz, & Whisman, 2012).

PBL students show improved critical thinking (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995).

PBL students exhibit more engagement and are more self-reliant (Thomas, 2000; Walker & Leary, 2009).

PBL students have better attendance (Thomas, 2000; Walker & Leary, 2009).

https://www.bie.org/object/document/project_based_learning_a_review_of_the_literature_on_effectiveness
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As described above, RCA will feature experiential learning approaches as a significant part of its instruction. Experiential learning is well suited for the anticipated student population because it will level the playing field for students facing socio-economic challenges, providing experiences and application of learning opportunities that they may not have in the home. Additionally, as described above in detail, project-based learning, Formative instructional Practices (FIP) teacher-based direct instruction will also be utilized. All strategies are proven successful when working with RCA’s target populations.

b. Describe the methods and systems teachers shall utilize for providing differentiated instruction to meet the needs of all students and any differences in instructional methods for different subject areas or grade levels.

There are several approaches to differentiated learning that RCA will leverage. First, small class sizes will allow teachers to have more time to personalize the student experience and spend more 1:1 time with each student. Second, where appropriate, instructional resources will be leveraged (e.g., leveled reading materials that are a good fit for individualized student needs). Third, web-based online resources will be made available to classrooms, providing differentiated learning opportunities based on performance within the applications (e.g., Math Facts). Fourth, individualized one-on-one instruction, group instruction, student collaboration, and students mentoring students will be used when appropriate, and Fifth, the Mindprint assessment will be used as an important step in identifying a student’s strengths and understanding their needs before determining if more in-depth evaluation and supports are necessary. Understanding how a student learns best is the key to improving learning outcomes.

The mix of the above applications will be applied at the discretion of our teachers. A key differentiator at RCA is the student-centered program allowing teachers the flexibility to determine the optimal approach. The teachers know their students best, and they are in the best position to decide how to maximize student learning.

As RCA brings such a student-centered model with teacher empowerment to make instructional decisions, the school will include checks and balances (as were outlined above with the Board and Principal, BLT and TBT) to include collaboration, consulting and regular review and evaluation of teacher data.

c. Describe how technology shall be used to enhance and support teaching and learning.

Technology will be a key component to the classroom experience, although not central to the experiential, hands-on approach. Technology will not replace teaching and
experiences. Instead, it will be leveraged to reinforce learnings from class, provide
differentiated opportunities, and be a resource for students to explore topics beyond the
classroom. Students will be assigned work that requires the use of technology, helping
them understand the resources available and to effectively leverage them. Experiential
opportunities will in some cases be focused on technology and may, in fact, involve
interactions with local businesses who are leaders in the uses of technology. The school
will utilize laptops, tablets, and electronic whiteboards within each classroom to aid in
teaching and learning.

C. Student Performance Standards

Responses to the following items regarding the proposed charter school’s student performance standards shall meet
or exceed the state standards. The Kentucky academic standards are available at

1. Describe the student performance standards for the charter school as a whole and how
they are aligned to the academic standards and student goals and how they are
designed to enable each student to achieve the skills and knowledge for successful
completion of that grade level.

RCA will adopt the same student performance standards as defined by Kentucky’s new
accountability system. RCA will align to the rating system in reading and mathematics via
Novice, Apprentice, Proficient, and Distinguished. In addition, RCA will be following the
5-star rating system that will be determined by setting standards on six indicators.
Performance standards will be met through the teaching of curriculum aligned to the
Kentucky Academic Standards, which has been widely viewed as meeting the needs for
successful learning at each grade level. Our student goal is for all students to show
consistent growth and ideally become “Proficient” in all subject areas. More information
on this is available at https://education.ky.gov/AA/Acct/Pages/Sep-Academic-Ind.aspx.

2. Explain the policies and evidence utilized for promoting or retaining students from
one grade to the next, including early promotion. Discuss how and when promotion
or retention and graduation criteria shall be communicated to parents and students.

The State of Kentucky does not have mandated promotion/retention requirements. KY.
REV. STAT. ANN. 158.140 indicates that “retention and promotion of pupils is entirely a
matter of local board of education policy.”

RCA will have robust standards for promotion, and attendance is part of the promotional
criteria. Students will be expected to perform at, or above grade level, in all subjects and
to attend school. It will not automatically be assumed that students will pass from one
grade to the next. RCA students will be required to earn promotion by demonstrating mastery of essential knowledge and skills. Decisions to promote students to the next grade will include work completion records, appropriate pro-social behaviors and other scholastic assessments.

Upon hire, the RCA Principal will work with the Building Leader Team (BLT) to finalize placement, promotion and retention standards and practices. That said, the criteria will reflect mastery of state required capacities and will be aligned with the Kentucky Academic Standards. RCA students may advance through the primary program without regard to age if the BLT, including the Principal, and Teacher Based Teams (TBT) determine that the student acquired the academic and social skills taught in Kindergarten and that advancement would be in his/her best interest. Successful completion of the primary program, as determined by methods set out in Kentucky Administrative Regulations, will be a prerequisite for a student’s entrance into the fourth grade.

The decision to promote or retain students shall be based on a consideration of a thorough assessment of their social, physical, emotional and academic development needs. The student’s teacher(s) and parent(s) and Principal will be involved in the decision collectively. In each case, a strategy will be developed to prevent branding of the student as a failure.

No student will be retained without prior consultation with the parents and approval of the Principal. Parents will be provided with an explanation of the need for retention and the final decision to promote or retain the student will be at the discretion of the Principal.

Students at RCA will be required to demonstrate mastery of exit learner outcome tests prior to being promoted to the next grade level. Specifically, testing points will be established at the end of the third (3rd) and fifth (5th) grades. Although the exit tests will not count toward the student’s grade, each student must earn at least the minimum designated score on the exit examination before being promoted.

Students who have Individualized Education Programs (IEP’s) will be promoted to the next grade based on successful completion of the goals of the IEP. Students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons in addition to performing significantly far below grade-level standards.

Because RCA will offer highly individualized instruction to meet the needs of all students, including those who are accelerated, we do not have a policy for early promotion. Rather, we will provide instruction to every student at his/her developmental level within the grade
level of enrollment. Should a student demonstrate performance that is far advanced beyond instructional delivery that is available within their grade level, that student may be offered enrichment by an advanced (higher) grade level team for the subject in which they demonstrate superior knowledge and skills. Similarly, any student who is performing significantly below grade level will receive additional support, which may include remediation of foundational instruction by a lower grade level team. However, whenever possible, each grade level team will afford their students the appropriate level of instruction and content by the faculty of the cohort’s grade level of enrollment. Parents will receive a copy of the Student Handbook upon enrollment, which will contain the policies for promotion and graduation.

3. **Provide, in Attachment 4, the charter school’s exit standards for graduating students. These should clearly set forth what students in the last grade served shall know and be able to do.**

Please see [Attachment 4 Component of Academic Grades](#) that outlines the progression that will be used to promote students by grade level.

**D. High School Graduation Requirements (High Schools Only)**

High schools shall be expected to meet the state graduation requirements.

1. **Describe how the charter school shall meet these requirements. Explain how students shall earn credit hours, how grade-point averages shall be calculated, what information shall be on transcripts, and what elective courses shall be offered. If graduation requirements for the charter school shall exceed state standards, explain the additional requirements.**

2. **Explain how the graduation requirements shall ensure student readiness for postsecondary.**

3. **Explain what systems and structures the charter school shall implement for students at risk of academic failure.**

**N/A**

**E. School Calendar and Schedule**

1. **Discuss the annual academic schedule for the charter school and identify the proposed date for the first day of charter school operation and the first day of student attendance.**

The school calendar includes, but is not limited to regular school sessions, testing dates, report card dates, open houses, award ceremonies, and parent-teacher conferences and professional development days. The calendar balances both academic and social events.
for the students to support a healthy school-life balance. RCA will have a school year of 193 days; school will operate from 8:00 AM to 4:30 PM daily. The first day of school for the 2020/2021 school year will be August 7, 2020 for staff and the first day for students will be August 12, 2020. The last day of school is scheduled for June 18, 2021.

2. Explain how the calendar reflects the needs of the educational program and the targeted student body and community and satisfies the requirements of KRS 158.070.

The school calendar will include academic and extracurricular activities as well as holidays. Programs where the community can interact and attend will be a part of the calendar. Additionally, all teacher professional learning days and special teacher session/training day will be notated. The school will provide for appropriate adoption procedures and will be sent home with parents and students and made available on the school website.

The minimum school term, according to KRS 158.070, is 185 days, including no less that the equivalent of 175 six-hour instruction days. RCA will have both a longer school year, of 193 school days and a 7-hour instructional day, which is a longer school instructional hour than the minimum required.

KRS 158.070 4a indicates that “Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of pupils pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.”

Please see Attachment 5 RCA School Calendar, there are six (6) professional development days and appropriate holidays are scheduled in the school calendar.

KRS 158.070 9 indicates that “Schools shall provide continuing education for those students who are determined to need additional time to achieve the outcomes defined in KRS 158.6451, and schools shall not be limited to the minimum school term in providing this education. Continuing education time may include extended days, extended weeks, or extended years. A local board of education may adopt a policy requiring its students to participate in continuing education. The local policy shall set out the conditions under which attendance will be required and any exceptions which are provided. The Kentucky Board of Education shall promulgate administrative regulations establishing
criteria for the allotment of grants to local school districts and shall include criteria by
which the commissioner of education may approve a district’s request for a waiver to use
an alternative service delivery option, including providing services during the school day
on a limited basis. These grants shall be allotted to school districts to provide
instructional programs for pupils who are identified as needing additional time to
achieve the outcomes defined in KRS 158.6451. A school district that has a school
operating a model early reading program under KRS 158.792 may use a portion of its grant
money as part of the matching funds to provide individualized or small group reading
instruction to qualified students outside of the regular classroom during the school day.”

RCA will have 193 instructional days with 7 hours instruction each day, built into the
school calendar (this may vary by year depending on holidays.) This is a total of 1,330
instructional hours. Even with required holidays and vacation, RCA’s school year
calendar will exceed state requirements. RCA has strategically planned this calendar and
will use the additional instructional time to ensure that RCA students achieve the
outcomes defined in KRS 158.6451.

KRS 158.070, 11 indicates that “Notwithstanding the provisions of KRS 158.060(3) and the
provisions of subsection (1) of this section, a school district shall arrange bus schedules
so that all buses arrive in sufficient time to provide breakfast prior to the instructional
day. In the event of an unforeseen bus delay, the administrator of a school that
participates in the Federal School Breakfast Program may authorize up to fifteen (15)
minutes of the seven (7) hour instructional day if necessary to provide the opportunity
for children to eat breakfast not to exceed eight (8) times during the school year within a
school building.”

RCA will ensure student bus transportation arrives in sufficient time to provide breakfast
prior to the instruction day.

3. In Attachment 5, provide the charter school’s proposed calendar for the first year of
operation, including total number of days/hours of instruction, and any additional
calendar details that are not evidenced in the first-year calendar.

See Attachment 5 RCA School Calendar 2020-2021.

4. Describe the planned structure of the student attendance day, week, and year (e.g.,
semesters, trimesters, quarters) for each school level (elementary, middle, and high
school).
   a. Include the number of instructional hours/minutes in a day for all subjects
      offered; and, include similar information for portions of the student attendance
A bell schedule detailing what the day and weekly schedule will look like at RCA are included as Attachment 6 Bell Schedule. RCA will run on quarters for all grades K through 8th.

The current requirements for public school instructional time in Kentucky mandate that children receive instruction for a minimum of the equivalent seven instructional hour days during a school year. RCA shall devote a minimum of seven hours per day and 35 hours per week to academic instruction allowing the school to meet or exceed the daily minimum 60 minutes per math science and social studies and 90 minutes of English language arts every week. The initial school year will equate to 193 seven-hour days during the year.

Daily Schedule
Schedule: 8:00 a.m. - 4:30 p.m.
Doors Open: 7:20 a.m.
Breakfast: 7:30 a.m. - 7:55 a.m.

Sample daily/weekly scheduled for 3rd through 8th grade:
8:00 - 8:45: Morning provocations
8:45 - 11:15: Morning learning block and snack
11:15 - 12:45: Recess/Lunch
12:45 - 3:00: Afternoon learning block
3:00 - 4:30: Homework Cafe and snack

Sample daily/weekly scheduled for K through 2nd grade is as follows:
8:00 - 8:30: Morning provocations
8:30 - 9:45: Early morning learning block
9:45 - 10:15: Recess
10:15 - 11:30: Snack and late morning learning block
11:30 - 1:00: Recess/Lunch
1:00 - 3:00: Afternoon learning block
3:00 - 4:30: Homework Cafe and snack

RCA will offer a series of extracurricular activities that take place after regular school hours. These offerings change often, due to the fact that most clubs and groups are student-developed, led, and maintained. RCA will poll students and families at the inception of the
school year to develop and refine offerings based upon interest. Clubs will meet bi-weekly, weekly, or more often as necessary and appropriate for an hour immediately following school (4:30 - 5:30 PM). Examples of potential extracurricular activities include:

- Robotics
- Coding
- Academic Clubs (e.g. Reading, Science, and Technology Club)
- Theatre/ Improv
- Community Service Club
- Fashion Design
- Urban Gardening
- Chef’s Club
- Chess Club

**b. Identify the length of the student attendance day, including start and dismissal times.**

RCA student attendance day will start at 8:00 AM and dismiss at 4:30 Monday through Friday.

**c. Explain why the charter school's daily and weekly schedule shall be optimal for student learning for the targeted student population and community.**

RCA will have a longer school year of 193 days. Students will be in school from 8:00 AM to 4:30 PM. By the time a student leaves RCA at 8th Grade, they will have accumulated an extra 1.5 to 2.2 years of learning versus the traditional approach. RCA will use our Extended Learning Time (ELT) for core subject instruction, teacher professional development, student engagement activities, exploring enrichment activities, more informal playtime and student social development opportunities.

With our ELT, students and teachers get more time on task. Students who fall behind get the time to catch up. Instead of experiencing the classroom as a place for failure and boredom, students have success. Students who are already succeeding have a chance to explore other topics of interest. No instructional technique benefits from a rushed school day.

Teachers gain a greater ability to work with diverse skill levels at the same time. Longer periods enable teachers to divide the class into groups, and to make room for individual
and small-group tutoring—and more students stay engaged, rather than drifting off into inattention and eventual disciplinary problems and failure. Students and adults get to interact more and develop stronger relationships — one of the crucial foundations of student achievement. Finally, teachers have time to work with each other in planning how they teach their students.

Children with learning disabilities, ADHD, and special needs will particularly benefit from ELT. The whole point of identifying children with difficulties in learning is to be able to give them additional instruction tailored to their individual needs or disabilities. Special needs education takes patience and, above all, time. With ELT, RCA will be able to provide this.

d. Provide the minimum number of hours/minutes per day and week that the charter school shall devote to academic instruction in each grade. Include, in Attachment 6, a sample daily and weekly schedule for each school level of the charter school.

RCA will provide a minimum of 7 hours per school day of instructional education for each grade. Please see Attachment 6 Bell Schedule for more information.

5. Provide a sample teacher schedule for a typical week of instruction including:
   a. Length of teacher’s work day;
   b. Time devoted to teaching assignments, planning, or other activities; and
   c. A brief scenario describing a typical teacher day and week.

For teachers and educational assistants, the school day will begin either at 7:00 AM if they are participating in supervision of early arrival students, or 8:00 AM if not. The teacher’s work day will end at 4:30 PM or 6:30 PM if they are participating in supervising students who are staying late. RCA may stagger assignments in order to provide maximum coverage throughout the day. Classroom instructional staff is expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and enough interaction with other instructional staff and administrators to help support the educational mission of the school. See Attachment 6 Bell Schedule for more information on a teachers’ typical workday.

6. Describe before and after-care options for students or students’ children, if any are being offered.

RCA will offer both before and after care options for students. Students will be able to arrive as early as 7:00 a.m. and stay at the school as late as 6:30 p.m. Both before and
after-care options will provide the student with a safe, friendly, supervised environment. Students who arrive to school early will have three options for care. They may eat breakfast at school, purchasing a school breakfast (or provided free if they are on a free lunch/reduced lunch schedule), or eat breakfast they have brought in from home. Students may use the morning time as quiet time to read or work on a project. Students who stay after school will have the same options as the early students, supervised while eating dinner at school that they have either brought with them (or purchased/provided free), quiet time, or play time.

Additionally, RCA intends to provide tutoring services for those in need after school for all students. Upon approval, the BLT will evaluate options for compensating existing teachers or contracting with an external vendor for tutoring or aftercare services for RCA students.

1. **Describe the culture or ethos of the proposed charter school. Explain how it shall promote a positive academic environment and reinforce student intellectual and social development.**

**School Culture**
RCA will seek to promote a culture of achievement, inquiry, and finding joy in work. The school proposes a positive school culture that encourages effort and productivity, improves collaboration (students-teachers-community), supports successful improvement efforts, builds commitment and loyalty, and amplifies energy and motivation. Achievement is defined beyond test scores. It includes hard work in the process of learning, embracing experiential learning, trial and error, academic integrity and moral character and development. As a student-centered and teacher-empowered school, instructional decisions at RCA will be made by invested teachers with students’ success at the core of decision making, so that both are empowered to reach goals.

**RCA Fundamental Beliefs and Assumptions**

- **We believe that all children want to learn, and that all children can succeed.**

  *Supporting research:* Tightening connections between students and their learning environments (e.g., teachers, other adults, student peers, curriculum, overall school culture). McClure, Yonezawa, and Jones (2010)\(^\text{120}\) found personalization matters because young people who are engaged emotionally, cognitively and behaviorally in their education are less likely to show signs of alienation and more likely to be connected to school. Students who feel connected to their school are more likely to

\(^\text{120}\) [https://files.eric.ed.gov/fulltext/EJ895621.pdf](https://files.eric.ed.gov/fulltext/EJ895621.pdf)
exhibit healthy lifestyle behaviors (McClure et al., 2010)\textsuperscript{121}. Increased school connectedness is also related to educational motivation, classroom engagement and better attendance; all of which are linked to higher academic achievement. These efforts have been supported by research and shown increased academic achievement of students, particularly low income and minority students, when student to teacher ratios and school populations are reduced (McClure et al., 2010).
\textsuperscript{122}

- **We believe teachers are learners and leaders.**

  Teachers taking part in collaborative inquiry will understand the way their students think and learn; they will design, execute and adjust course work accordingly; and will regularly share their understanding with others. We believe teachers involved in collaborative decision-making will serve the wellbeing of all.

  **Supporting research:** Hall and Hord (2015)\textsuperscript{123} found most organizations are encouraged to remain open to the creative talents of their members and to the implementation of innovation and improvements best serving their clients. These expectations are assumed to be true for schools as well as the corporate sector. Those studying workplace cultures of both schools and businesses have identified important messages for school improvement (Hall & Hord, 2015)\textsuperscript{124}. However, school culture has a major impact on instructional leaders as it relates to student achievement.

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**RCA Shared Values**

1. **Caring**

   School should be a caring, welcoming, stable environment where all (students, educators and parents) feel safe and valued. Successful schools embrace racial, ethnic, linguistic, economic and cultural diversity and expect inclusion.

   **Supporting research:** In John Hattie’s book, *Visible Learning, A Synthesis of over 800 Meta-analyses Relating to Achievement*, he found that one of the greatest indicators of

\textsuperscript{121} https://files.eric.ed.gov/fulltext/EJ895621.pdf
\textsuperscript{122} https://files.eric.ed.gov/fulltext/EJ1120644.pdf
\textsuperscript{123} https://files.eric.ed.gov/fulltext/ED282876.pdf
\textsuperscript{124} https://files.eric.ed.gov/fulltext/ED282876.pdf
a high-impact school is one that also fosters positive relationships between teachers and students. Having teachers who care, that take time to listen, possess empathy, and demonstrate a positive regard for others, have a greater impact on student achievement than those who do not (Hattie, Pg. 118).\(^{125}\)

2. Teachers as Learners
Professional development for teachers is essential for success. Time should be reserved in the workday for the practice of continually clarifying and making personal vision more precise. Life-long learning and continually striving to improve oneself, is essential for success. It provides a model for students to witness and emulate.

*Supporting research:* Besides attending conferences, workshops, and seminars, schools provide in-house PD through creating professional learning communities, peer-to-peer mentoring, observations and so forth. But more importantly, the school creates time during the workday for teachers to meet with one another, share what they’re doing in class actually allows teachers time to assess their effects related to student learning. According to John Hattie, “Teachers, working together, as evaluators of their impact,” show a very high correlation between their teaching and student achievement (Hattie, 2013).\(^{126}\)

3. Teachers as Leaders
Schools will thrive when teachers have the authority to lead collaboratively as partners and make the decisions that matter most for student success.

*Supporting research:* Kim Farris-Berg and Edward J. Dirkswager, in *Trusting Teachers with School Success*\(^{127}\), found when teachers are able to make the decisions that matter most, they create a school culture that emulates the characteristics of high-performing organizations.

4. Personalized Experiential Learning Partnered in the Community
Learning should be practically grounded in experiences and in the real community. Students will have a clear understanding of the lessons and how they are meaningful to them personally. Assignments will be project-based with real-world significance.

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\(^{125}\) [https://www.researchgate.net/publication/263219655_John_Hattie_Visible_learning_A_synthesis_of_over_800_meta-analyses_relating_to Achievement](https://www.researchgate.net/publication/263219655_John_Hattie_Visible_learning_A_synthesis_of_over_800_meta-analyses_relating_to_Achievement)

\(^{126}\) [https://www.researchgate.net/publication/263219655_John_Hattie_Visible_learning_A_synthesis_of_over_800_meta-analyses_relating_to_Achievement](https://www.researchgate.net/publication/263219655_John_Hattie_Visible_learning_A_synthesis_of_over_800_meta-analyses_relating_to_Achievement)

Successful schools are student-centered, inquiry-based and set high expectations for their students as well as their staffs.

*Supporting research:* Institutions that have a major goal of instilling a love for learning better prepare students for the future. They do this through teacher modeling, as well as motivating their students through using the “...4 Cs ...collaboration, communication, creative thinking and critical thinking *(Miller, 2017, Pg. 176)*”

5. **Physical Activity and Play**

Daily recess, play and quality physical activity will help children succeed by developing physically, cognitively, socially and emotionally.

*Supporting research:* Just as physical education and physical fitness have well recognized benefits for personal and academic performance, recess offers its own, unique benefits. Recess represents an essential, planned respite from rigorous cognitive tasks. It affords a time to rest, play, imagine, think, move, and socialize. After recess, for children or after a corresponding break time for adolescents, students are more attentive and better able to perform cognitively. In addition, recess helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment *(2013, VOLUME 131/ ISSUE 1)*

David Whitebread, an emeritus professor and developmental cognitive psychologist at Cambridge University, published a paper showing that language and self-control are the most powerful predictors of children's academic achievement and their emotional well-being. A key way to develop these skills is play, ...noting that the skills that children learn from play are “at least as important as being able to read and write. *(Whitebread, 2009)*

6. **Collaboration, Communication, and Transparency**

*Supporting research on Collaboration:* Behavioral expectations are clearly defined and supported by the administration and staff. Support is in place and provides services for students. Robert Sylwester in his book, *A Biological Brain in a Cultural Classroom*, states that there should be a focus shift from classroom management to student-teacher collaboration that improves the classroom dynamics and helps develop social skills *(Sylwester, 2000)*.

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129 http://www.aappublications.org/search/%20subject_collection_code%3A100
130 https://eric.ed.gov/?id=ED442749
Supporting research on Communication: Well-designed forms of communication are critical when creating a positive school culture. This includes everything from the school’s website, emails, phone calls, newsletters, media blurbs, etc. Keeping parents, stakeholders and the community abreast of all of the positive things happening at school builds a savings bank of perceptions so if something negative should happen to occur, such as a teacher being accused of misconduct, the reputation of the school isn’t destroyed. Jill Adams, an Educational Consultant, summed it all up when she wrote, “When educators do not communicate, the public fills in the blanks and sometimes the blanks are not positive or even accurate.” (Adams, 2014)\textsuperscript{131}.

2. **Explain how the charter school shall create and implement this culture for students, teachers, administrators, and parents starting from the first day of school operation. Describe the plan for enculturating students who enter the charter school mid-year.**

The immersive experiences at RCA will be structured to allow students to feel a sense of community and supportive culture on the day they begin classes. Collaboration, in which two or more students learn together, will be essential to our mission of academic excellence and building character through social and emotional learning (SEL). Working with others will give students the opportunity to learn how to approach their changing environment by developing curiosity, communication, adaptability and social and cultural awareness.

RCA will build school spirit and unity while keeping a focus on academic achievement. The school will hold regular rallies and assemblies to reinforce goals, celebrate achievements and student work, and emphasize expectations for behavior and character. Maintaining a culture of joy could be as simple as implementing a once a week improvisation of games and activities to encourage engagement and laughter in learning, or “Putting Life in Learning” as RCA refers to it.

In education, accountability trickles down: federal leaders pressure states, states pressure districts, districts pressure Principals, and Principals pressure teachers. This sets up a culture of compliance in which all players try to meet expectations from the top — rather than working together based on what students need. But student-centered, teacher-empowered schools, like RCA, change that dynamic. Teachers identify students’ needs and design schools to directly meet those needs. Teachers must be prepared to do the work needed, researching and expanding upon what works best to turn vision into reality. School

\textsuperscript{131} \url{https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1085&context=wte}
leaders work to support teacher teams’ decisions — not the other way around. (Farris-Berg, 2014) 132 This dynamic can have critical impact in support of teachers’ work. Teachers at RCA are not only accountable to their students but also to the School Principal and Board. They will be formally evaluated annually on how they are meeting student needs and their established building level goals (more about this is referenced in a forthcoming section).

The Board will build trust with the voices that oppose new initiatives or goals by listening to critiques, and provide additional support needed to reach the goals. Leadership will listen to and regularly communicate with parents. Leadership will find ways to support teachers with staff appreciation days, team-building and professional development time. Teachers will be hired who possess the skills and traits of being innovative, creative, flexible, student-centered and focused on continual improvement. Goals will be posted and be made visible to the entire school community so everyone will have a shared sense of purpose.

New mid-year students will be introduced to school culture before the first day of school by shadowing another student. They will meet teachers and peers to participate in immersive experiences in order to be ready for learning when they start.

3. Describe what strategies the charter school shall implement to encourage attendance and re-enrollment. Describe how these strategies have evolved in existing schools and what adjustments the charter school board of directors shall make for this charter school.

RCA’s culture will be essential to keeping attendance and re-enrollment numbers as projected. It is the belief of RCA that children who have a sense of purpose in their work, who feel safe, recognized and worthwhile, and have teachers who feel invested and supported—will want to come to school day-to-day and year-to-year.

Student transience is a threat for re-enrollment in the small and closely located independent school districts of Northern Kentucky. If a family moves as little as one mile away, it may be necessary for the children to change school districts. RCA seeks to alleviate this problem by serving the newly established regional achievement zone, so that students will not have to move schools, even if home does. It is understood that some children may face unforeseen obstacles to attendance outside their control. School rituals like

scheduling teachers and community volunteers to eat lunch with the students and nurture relationships may reveal deeper issues that can be addressed before there are serious attendance problems.

The US Department of Education /National Charter School Resource Center in Intentionally Diverse Charter Schools: A Toolkit for Charter School Leaders has noted potential pitfalls and strategies in enrolling a diverse population. RCA will use these identified potential strategies to encourage attendance:

- **Transportation:** Efforts are generally made to locate a School within walking distance of public transportation and negotiate reduced price fares. RCA will provide transportation to all students who reside within the Regional Achievement Zone or within the six River Cities.

- **Recruitment:** It is our goal to serve the diverse population in our regional achievement zone. We will focus on recruiting families that are representative of our region. The Board’s strategy is to appeal to families using information from a survey conducted by the Thomas B. Fordham Institute on parents’ educational preferences that found, in general\textsuperscript{133}:
  - Families from all income levels value programs that focus on critical thinking skills, strong reading and math curricula, and an emphasis on STEM as top priorities;
  - Middle-income parents are often attracted to progressive educational approaches, in which students play a stronger role in shaping their learning, or where a school’s specific mission or orientation is shaped to facilitate student engagement;
  - Low-income parents are more likely to choose a structured educational pedagogy, such as a model that emphasizes core academic subjects; and,
  - Diverse parents who are more likely to favor educational settings where students learn to work with peers from diverse racial, ethnic, or socioeconomic backgrounds or cultures.

4. **Explain how the school culture shall take account of and serve students with special needs, including students receiving special education services, students with a 504 plan, English learners, and any students at risk of academic failure.**

Students with special needs often have negative school experiences. Educators can help to create more positive school experiences that promote their academic and personal/social

\textsuperscript{133} [https://edexcellence.net/publications/what-parents-want.html](https://edexcellence.net/publications/what-parents-want.html)
growth. All RCA students are welcomed into the culture of the school. During regular reviews of the IEP and parent/teacher conferences, the Principal and school staff will review the progress toward the goals of students who fall into the category including their indoctrination into the full life of the school culture. By examining the attitudes and behaviors of school staff and students as well as systemic factors related to the School, school leaders, teachers and staff can determine areas for and interventions that are needed and respond accordingly.

Numerous researchers (Lieberman, James, & Ludwa, 2004; Pavri, 2004; Schepis, Reid, Owenbey, & Clary, 2003) have recommended that school staff be trained to help promote cooperative relationships between students with special needs and students without special needs. They suggested that successful interactions between these students often do not occur naturally, and teachers must be able to facilitate interactions effectively if they want students with disabilities to engage socially with their peers. Additionally, Salend (1994) indicated that successful inclusion for students with special needs into regular education classrooms (i.e., students succeeding academically and socially) requires cooperative interactions between students with special needs and students without special needs.

Vaughan (2002) and Corbett (2001) suggested that schools can better address the needs of all learners if teachers modify classroom lessons in ways that will benefit the range of learning styles present in any classroom. Students with special needs are not the only students who can benefit from creative methods of instruction and assessment, and perhaps helping teachers reframe the way they approach teaching in general will result in less frustration related to having to accommodate students with special needs.

Promoting social interactions between students with and without special needs to include cooperative learning groups, which should provide both social and academic benefits to students with special needs. Additionally, teachers who engage students in collaborative problem-solving and provide students a voice for concerns should help them develop understanding or empathy related to students with special needs. More specifically, students who must generate possible reasons for a student with special needs behaving in a particular way might develop a greater understanding of and empathy for that student. Peer tutors can assist students with special needs academically and to promote positive interactions between students. Finally, modeling from teachers is an effective way to teach students how to interact. Through watching a teacher interact with a student with special

135 https://journals.sagepub.com/doi/abs/10.1177/074193259902000209
136 https://www.researchgate.net/publication/227751853_Special Needs Education as the Way to Equity An alternative approach
needs, other students not only will learn how to interact with that student (e.g., perhaps it is important to interact with a student who has a right-eye visual impairment by remaining visible to the student’s left eye), but also will see that the student is similar to them in many other ways.

The culture at RCA will avoid negative messages that can be communicated to students via language or procedures. For example, schools that single out students with disabilities as different (e.g., issuing special diplomas for students in special education), rather than acknowledge that all students learn differently, might unintentionally communicate to those students that they are less worthy than other students. Educators should “show high levels of personal commitment, hope, and optimism” (Attfield & Williams, 2003, p. 32)\(^\text{137}\) so that students do not limit their aspirations. (See Section 1, Fundamental beliefs- We believe that all children want to learn, and that all children can succeed).

In another effort to prevent students with special needs from being singled out, RCA school personnel will have equitable enforcement of school rules. All students will be expected to adhere to school rules, and disciplinary actions will be equitable. Bullying and teasing likely ensue when some students are held to different standards than others. Similarly, high expectations for all students about both behavior and academics will help RCA students with special needs reach their potential and help other students develop an understanding that students with disabilities do not need special treatment in every area of their life.

School wide initiatives to promote and celebrate diversity will be encouraged. For example, student projects, school activities, and artwork on the walls can be highlighted. By communicating high expectations and providing support, school counselors can help students with disabilities understand that their disabilities should not be reasons to limit their aspirations.

5. **If certain characteristics of the school culture are critical to the overall educational program (e.g., small school size, character education, high expectations), describe why they are likely to succeed with the targeted student population.**

RCA is dedicated to the community of students that the school will serve. RCA seeks to promote a positive and supportive school climate and culture in which students may grow both academically and socially. RCA’s innovative and different educational approach will attract those who feel unique academic programming is right for their child. Specifically, RCA will blend the powerful combination of a student-centered academic program with a skills-based experiential/hands-on teaching approach created around the case-based

\(^{137}\) https://www.researchgate.net/publication/229642929_Leadership_and_inclusion_A_special_school_perspective
learning method. RCA believes that this plan puts our shared diverse learner population at the center of the educational process, while providing a supportive culture, site-based governance and experiential curriculum, which will enable students to realize their full potential and truly succeed. The model promotes high expectations, includes smaller class sizes and will target the different learners at RCA while also allowing the school to implement proven models that align with the schools’ mission.

As was outlined previously in this application, the projected enrollment for RCA will be 75% to 85% low income/poverty level students. In implementing a schoolwide case-based learning approach, RCA students can be expected to mirror benefits that similar schools implementing this method have in the past.  

An example of these successes includes (but are not limited to) the following:

- Increased class attendance;
- Makes the students learning a priority;
- Promotes interdisciplinarity;
- Develops lifelong learners;
- Aids in student retention;
- Encourages students to spend more time studying; and,
- Encourages greater understanding.

6. **Describe a typical day from the perspective of a student in a grade level that shall be served in the charter school’s first year of operation.**

Section III E. School Calendar and Schedule is provided to share an overall schedule. A typical RCA student attendance day will start at 8:00 AM and dismiss at 4:30 Monday through Friday for approximately 193 days each year. Each day consists of 7 hours minimum of instruction time.

- If the student is in need of additional study time or tutoring, he or she will arrive as early as 7:00 when teachers begin their day.
- Breakfast is served from 7:30 – 7:55 a.m.
- Classes officially begin at 8:00 a.m.
- Morning provocations from 8:00-8:30 a.m.
- Early learning block beginning at 8:30 a.m.
- There is then a 30 minute break or recess
- Lunch
- Afternoon Learning Block

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• Homework Café and Snack
• The Homework Café and Snack is 4:00-4:30 p.m.
• Dismissal at 4:30pm
• For students participating in after school programming, sessions and/or tutoring, the day will end as late as 6:30 p.m.

Each day includes both academic and extracurricular events in order to develop a well-rounded student. A typical day at RCA will start with a main lesson in typically a 2-hour block of time in which new information is presented to students each morning. This means that new, academic information is always presented in the mornings, when children are alert and receptive. Additionally, rather than jumping from subject to subject in small, fragmented chunks of time, main lessons allow for depth and exploration of subject matter through various methodologies. For example, integrated into a 4th Grade main lesson focused on Norse mythology, teachers may include activities that involve identifying parts of speech, writing, art, comparing and contrasting, movement, and mathematics. Later, the 4th Grade main lesson may be focused on fractions, but in learning fractions students may engage in writing and drawing and even the composition of poetry on fractions, in addition to traditional math “practice problems.” In this way, the curriculum invites students to practice a variety of skills and develop many capacities in an imaginative and more applied context.

7. Describe a typical student attendance day for a teacher in a grade that shall be served in the charter school’s first year of operation.

• For teachers and educational assistants, the school day will begin either at 7:00 AM if they are participating in supervision of early arrival students, or 8:00 AM if not.
• From 8:15 a.m. – 4:00 p.m., there is instructional time.
• Lunch is given from 11:15 a.m.-12:45 p.m. where teachers may share meals with students in order to develop and nurture relationships.
• The teachers’ workday will end at 4:30 PM or 6:30 PM if they are participating in supervising students who are staying late.
• RCA may stagger assignments in order to provide maximum coverage throughout the day.

Classroom instructional staff is expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and enough interaction with other instructional staff and administrators to help support the educational mission of the school. See Attachment 6 Bell Schedule for more information on a teachers’ typical workday.
8. If the charter school shall implement a dress code policy, describe the policy and the rationale for its selection and include a description of how the cost of any uniform would be waived for parents, persons with custody or charge, or students who are unable to afford it and an assurance that a student shall not be excluded from attendance at the charter school for failure to meet the requirements of the dress code.

The intent at RCA is to have a flexible uniform policy, with a dress code as opposed to a uniform. The student dress code will reflect the importance of school work and help create a climate conducive to student achievement. An optimal learning environment is achieved when students are dressed in clothes that do not distract from the mood of serious academic and creative work and positive social relations. These expectations mean that students are expected to be dressed prepared for the work they are doing – from outdoor gardening to formal presentations.

Outdoor play and physical activity will be part of the daily routine and students will be expected to dress appropriately for the weather, including hats, gloves and proper footwear. Experiential learning at RCA will often take place off-campus. For these occasions, when representing the school, students will be expected to wear an RCA logo polo shirt or sweatshirt. RCA will provide logo shirts for students unable to afford them. Attachment E Dress Code Policy details expectation for students at RCA.

F. Supplemental Programming and Health Services

1. Provide a description of the health services, including mental health and psychological services and other health services, such as occupational therapy, physical therapy, speech therapy, and music therapy, to be provided to students attending the charter school and whether the charter school shall be seeking to contract to utilize the resources of the resident local school district at cost, pursuant to KRS 160.1592(12)(a).

Pursuant to KRS 160.1592(12)(a), RCA intends to contract Northern Kentucky Cooperative for Educational Services (“NKCES”) for the provision of its health services, the cost will be built into the budget with “at cost” pricing and will be negotiated as a separate agreement after final charter contract negotiations. We believe the following are essential to school health services:

1. To create and enable a system for dealing with crisis medical situations;
2. To provide (mandated) screening and immunization monitoring;
3. To identify (and provide solutions for) student health and educational problems;
4. To provide comprehensive and appropriate health education;
5. To ensure a healthful and safe school environment that facilitates learning; and,
6. To monitor and evaluate the effectiveness of the school health program;
7. To provide other health services, such as occupational therapy, physical therapy, speech therapy, and music therapy, as required by student IEPs.

As stated, RCA intends to partner with Northern Kentucky Cooperative for Educational Services (‘NKCES’) to provide health services for the school. We envision this partnership to additionally include Trauma Informed Care and Youth Mental Health First Aid through partnering on the following initiatives:

- **PBIS - Positive Behavior Interventions and Supports (PBIS) focuses on helping schools build and implement a multi-tiered approach to social, emotional, and behavior supports. PBIS supports directly impact social, emotional, and academic outcomes for all students, including students with disabilities.**

- **TIC - Trauma Informed Care (TIC) utilizes the framework from the Substance Abuse and Mental Health Services Administration (SAMSHA) to support all students who have experienced trauma. TIC recognizes that the impact of trauma and recovery has widespread impact and focuses on responding to that impact, facilitating healing, as well as actively resisting re-traumatization.**

- **Youth Mental Health First Aid - Youth Mental Health First Aid gives teachers and administrators the tools they need to support individuals experiencing mental health difficulties. Just like CPR and first aid training help us assist those in medical distress even though we don’t have clinical training, Youth Mental Health First Aid is designed to give us the tools to help an adolescent (ages 12-18) who is experiencing a mental health or addiction challenge or is in crisis. Topics include anxiety, depression, substance abuse, disorders in which psychosis may occur, disruptive behaviors including ADHD, and eating disorders.**

- **ISF - Interconnected System Framework (ISF) is a structure and process to integrate PBIS and School Mental Health into the school system. It is part of the national Response to Intervention (RTI)/ Multi-Tiered System of Support (MTSS) focus. ISF helps educators and administrators develop and maintain a connected plan to support the whole child, including academic, behavior, and mental health strengths and needs. ISF focuses on utilizing the continuum of comprehensive mental health service both in and out of the school system, utilizing a multi-tiered system of support, and using data for decision-making.**

2. Identify and describe any extracurricular or co-curricular activities or programming the charter school plans to offer; how often they shall occur; how they shall be funded; and information required in KRS 160.1592(18) and 160.1593(3)(w) and 701 KAR Chapter 8.
RCA will not immediately offer any competition sports teams. RCA plans to hold membership in all Kentucky athletic associations so that any students who attend RCA are eligible to participate in sports team through other organizations, including their home districts, though we do not currently sponsor any competitive teams. To participate in a sport at another school, RCA will work to reach a cooperative agreement with the host school.

RCA will offer a series of extracurricular activities that will take place during and after regular school hours. These offerings may change, since most clubs and groups are student-developed, led, and maintained. RCA plans for extracurricular programming, and the following are potential examples of what will be provided based upon student and family polling results that will occur at the beginning of each academic school year:

- **Chefs Club** - This program would be designed to help students learn basic nutritional information and give them the opportunity to put their culinary skills to practice.
- **Coding Club** – This program would be designed for boys and girls in elementary and middle school who want to try out programming, the Coding Club is a fun way to learn to code in a social, after-school setting.
- **Robotics** – This program would be a fun way to meet and work with other kids at school while creating the software, hardware, and everything else that goes into making a robot.
- **Theatre** – This program would be for students who would like to explore drama more thoroughly, and work with a group towards both a mini-presentation in-school, offered to friends and family at the end of our term, and a larger presentation where all four theater clubs combine forces for one grand finale.
- **Community Club** – This program would promote awareness of cultural differences those concerns that affect the most vulnerable and disadvantages groups in local communities.
- **Urban Gardening Club**- This program would help children learn basic life skills and could also supplement almost any of their classes. They would practice their writing through observational journals, apply science knowledge as they watch plant life cycles, utilize math skills through measurements, and better understand history and other cultures through growing their own food. They could learn lessons in responsibility, communication, teamwork, and patience.
- **Astronomy Club** – This program would be designed for students to share and educate others about the mysteries that lie beyond the Earth; to bring the light of the stars and planets into the reach of everyone.
• Backpacking Club- This program would teach students outdoor skills and to provide students the opportunity to safely partake in backpacking and other outdoor adventure activities after school, usually Fridays, at the beginning of each school year.
• Bio-Eco- This program would promote environmental sustainability and aid in enjoying nature at the same time.
• Chess Club- This program would focus on sharing and educating students in the game of chess.

If the charter school is going to provide the following types of supplemental programming, provide information on the following:

1. **If summer school shall be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?**

RCA does not plan to offer a summer school program at this time primarily due to the already extended learning provided during the longer school day/year. Support for self-directed learning may be provided to students during the short summer. Examples of these might include:
• Public offered programs including public library services;
• Age appropriate reading lists and assignments for extra credit;
• Online practice such as IXL; and/or
• Various age appropriate activities (e.g., catch a firefly and then go online to learn more about fireflies or read a book, such as Fireflies by Sally M. Walker, to help your child learn more about them. Then invite your child to complete the Education World Firefly Facts work sheet).

2. **Describe the programs or strategies to address student mental, emotional, and social development, cultural development, and health, and include details of any trauma-informed care and education the charter school shall provide and whether the charter school shall be seeking to utilize the resources of the resident local school district at cost, pursuant to KRS 160.1592(12)(a).**

As outlined above, RCA intends to partner with Northern Kentucky Cooperative for Educational Services (‘NKCES’) to provide health services for the school. RCA envisions this partnership to include Trauma Informed Care and Youth Mental Health First Aid and will not seek a direct service from the local resident districts.
3. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

As outlined above, RCA will offer a series of extracurricular activities and programs that will take place during and after regular school hours. These offerings may change since most clubs and groups are student-developed, led, and maintained. Family pooling will occur at the beginning of each school year to determine interest prior to finalizing offerings. The following are potential examples of what will be provided based upon student and family polling results that will occur at the beginning of each academic school year:

- Chefs Club
- Coding
- Community Club
- Urban Gardening Club
- Astronomy Club
- Backpacking Club
- Bio-Eco
- Chess Club

G. Special Populations and At-Risk Students

Charter schools are responsible for hiring licensed and endorsed special educators pursuant to federal and Kentucky law (e.g., IDEA). Charter school personnel shall participate in developing Individualized Education Programs/Plans (IEPs); identify and refer students for assessment of special education needs; maintain records; cooperate in the delivery of special education instruction and services, as appropriate; and ensure the provision of relevant professional development to school personnel to ensure competent delivery of education services to all students.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs/Plans or Section 504 plans.

RCA will follow the RTI (Response to Intervention) prevention model, thus progress monitoring through this mechanism will assesses student progress/performance in those areas in which they were identified as being at-risk for failure (e.g., reading, mathematics, social behavior). Teachers and other school personnel at RCA will determine if students are benefiting appropriately from the typical (e.g., grade level, locally determined, etc.) instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction. Although progress monitoring is typically implemented to follow
the performance of individual students who are at risk for learning difficulties, RCA will also use it to follow entire classrooms of students.

As soon as a student is identified as at risk for achievement deficits, his or her progress will be monitored in relation to Tier 1 instruction. Progress will be monitored frequently, at least monthly, but ideally weekly or biweekly. Each student’s progress will be measured by comparing his or her expected rate of learning (e.g., local or national norms) and actual rate of learning. The teachers will use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student.

A student who is not responding adequately to Tier 1 instruction will move on to Tier 2 and increasingly intensive levels of intervention and instruction. The current time period for measuring response to Tier 1 instruction will be 8–10 weeks) and non-responsiveness will typically be determined by a percentile cut on norm-referenced tests (e.g., < 20th percentile) or cut score on a curriculum-based measurement (CBM). Based upon the results of Tier 2 interventions, the student may be referred to Tier 3 or Special Education services. Tier 3 students need intensive individual intervention to either intentionally target skill deficits to remediate existing problems and/or prevent more severe problems. Interventions can include additional supplementary curriculum such as Wilson Reading System, afterschool tutoring, and one-to-one instruction.

1. Identify the special populations and at-risk groups that the charter school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served, and how the charter school shall notify parents, persons with custody or charge, adult students, and emancipated youth students of their rights.

RCA student enrollment will draw from the aforementioned regional achievement zone of Northern Kentucky. With this population, RCA estimates that 75% of enrolled students may be at risk including but not limited to those with IEPs. At risk is defined as “students who have a high probability of failing to acquire minimal academic skills necessary for success in the adult world.” (Ormrod, 2006, pg. 129)\(^{139}\). It is also expected that based upon the demographics of the six River Cities local school districts, over 80% of the students will be considered low income per the free/reduced designation.

RCA will abide by all laws and requirements for at risk student populations including hiring highly qualified educators. RCA will comply and be guided by the Kentucky Department of Education Guidelines and will implement the Response to Intervention (RTI) process with

conformity. (i.e. See the KDE A guide to The Kentucky System of Interventions\textsuperscript{140}, RTI Toolkit a Practical Guide for Schools” by Jim Wright\textsuperscript{141}, and the ESL / ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels 1st Edition by Larry Ferlazzo) to guide classroom content teachers).

Upon enrollment, parents will receive a Student Handbook, which will outline how the school will work with parents. Additionally, all parent(s)/guardian(s) will receive a brochure on the Family Educational Rights and Privacy Act: Rights Regarding Children’s Education Records. Parents/Guardians will be encouraged to ask any questions and RCA intends to have open lines of communication with the enrolled families. Additionally, parents will be informed of their student’s tier designation and subsequent interventions during direct mail communications and parent/teacher conferences.

b. **Discuss how the course scope and sequence, daily schedule, staffing plans, facility, and support strategies and resources shall meet or be adjusted for the diverse needs of students.**

RCA will provide high-quality pre-service and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes, and expectations. Moreover, the special education teacher will be trained with an emphasis on his/her role in inclusive schools and community settings. They will also receive annual training on the importance of establishing ambitious goals for RCA students and in using appropriate means of adjusting the curriculum to monitor the children’s progress.

Additionally, RCA's Special Education Teacher will be allotted planning time by grade level three times per week. They will also be provided time during teacher based team (TBT) meetings to meet with the general education teachers to review progress and compliance relative to special education programming.

As a part of the RTI, lesson plans will be adjusted or altered based upon the differentiated needs of the students, which include re-teaching if necessary. Third party vendors will be utilized for additional specialized services when appropriate. The RTI process, monitored by the Principal will track the progress of students who are falling behind in performance. Individual goals outlined in the IEP will be monitored and assessed closely. Each month,

\textsuperscript{140} https://education.ky.gov/educational/int/ksi/Documents/KSIRTIGuidanceDocument.pdf
\textsuperscript{141} http://biblioteca.ucv.cl/site/colecciones/manuales u/wright Montauk CSD Tchr First Responder_full.pdf
the general education teachers, Special Education Teacher, and Principal will meet to report on progress for students in intervention and determine the need for evaluation or recommend further observation.

a. Identify the research or evidence that supports the appropriateness of the proposed approach to serving each of these student groups and the process that the charter school shall use to evaluate the efficacy of the program and ensure that the charter school is meeting the needs of these students.

In 2004, Congress acted on concerns about the increasing number of students in special education, and the related suspicion that many students currently classified as having a specific learning disability (SLD) might have avoided the need for special education if instructional support and interventions had been provided to them at an early stage in their education. Thus, the backdrop was set in place for a move to reform the way schools should identify students with SLD—the largest population served by special education. This reform, moreover, was to take advantage of existing and emerging research on SLD, as well as modern ideas on how to meaningfully address the needs of struggling students within regular education.

By the time IDEA was reauthorized in 2004, a variety of experts from different disciplines noted that the special education system in the United States represented a “wait-to-fail” model, rather than a system that focused first on quality interventions within the regular education environment, followed by case-by-case educational decision making based on struggling students’ response to high-quality research-based interventions. This see-change in educational thinking and modernization in SLD evaluations, formulated the basis for the evidence-based practice into schools, or the RTI process.

In Naesha Park’s dissertation, “The Impact of Response to Intervention on Special Education Identification,” she points out that “since (using) the RTI process, fewer students have been referred to special education”. 142 Her research also pointed out that in schools utilizing this approach, differentiated instruction has increased and the way that administrators and teachers respond to academic and behavior issues has changed significantly.

2. Explain more specifically how the charter school shall identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports the charter school shall provide, including the following:

142 https://digitalcommons.georgiasouthern.edu/etd/385
RCA will implement a new Five Step Process to encourage general and special education teachers to address the academic and social needs of students with disabilities collaboratively. This process will recognize the unique roles and responsibilities as well as the expertise that each teacher brings to the collaborative relationship. The Five Step Process will be based on the premise that, irrespective of how effective an instructional strategy may be, it must still be practiced and applied in the classroom in order to add to the collaboration and instructional skills available to teachers. Each of the following steps will be followed in the monthly teacher and special education collaborative meetings:

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1:</td>
<td>Review the standard, performance task, and curricular demands.</td>
<td>The collaborative general and special education team will communicate about the standards that student(s) have and will be working on.</td>
</tr>
</tbody>
</table>

| Step 2: | Discuss the learning needs of the students and the availability of resources. | The team discusses the specific needs and concerns relevant to the placement of the students and modifications that are needed. |

| Step 3: | Decide on accommodations for the student and determine responsibility for implementing them. | The team will creatively explore the changes that will be implemented to allow the students to more fully participate in instruction. |

| Step 4: | Monitor, adjust, and provide formative feedback. | The collaborative team will determine who will be responsible for monitoring the effectiveness of the accommodations. |

| Step 5: | Evaluate students using established criteria. | The collaborative team clearly identifies the targets and discusses how students will be evaluated in relation to the targets. |

a. **Methods for identifying students with special education needs (and avoiding misidentification);**

All enrolled RCA students will participate in aimswebPlus assessments three times during each academic year in reading, math, social studies, science, and language arts. Individual student test data will be analyzed to determine academic skills and areas of weakness. Academic interventions will be provided and progress measured regularly. Based on intervention data, observations and initial aimswebPlus data screening, eligible students may be referred for a special education evaluation.
RCA will provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on any achievement test and/or who do not demonstrate academic performance at their grade level based on results of a diagnostic test. The School will collect data on student performance and design plans of classroom-based intervention services to meet the instructional needs of individual students. To avoid misidentification, the Principal, Special Education Teacher, and general education teachers, inclusive of the Building Leadership Team, will meet quarterly to discuss and evaluate data including assessments, attendance, and discipline, to make any necessary adjustments to students’ lesson plans or special needs designations.

b. Specific, evidence-based instructional programs, practices, methods, and strategies the charter school shall employ to provide a continuum of services in the least restrictive environment; to ensure students’ access to the general education curriculum; and to ensure academic success for students with special education needs;

RCA has outlined a strong Response to Intervention (RTI) process that will be used for all students and especially those who will be achieving below grade level. Research-based interventions, a philosophy advocating an educational process of continuous reflection, rethinking, and restructuring of strategies, will be afforded to all students. RCA will have a solid RTI School-Based Leadership Team to apply a progressive change system utilizing consensus building, infrastructure development, and implementation. The RTI School-Based Leadership Team will be a model of consensus building, utilizing participation from all levels of its system. The RTI School-based Leadership Team will consist of the Principal, Intervention Specialist, title teacher, classroom teachers, and parents (as needed). The system will revolve around the study and optimization of the interactions of: curriculum, instruction, students, and learning environments. The RTI process will be implemented at the school to accomplish three goals: 1) to target student deficits, 2) align instruction and intervention to close the gap and progress monitor, and 3) strengthen Core Instruction.

RTI is a “systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions.” The model uses three (3) tiers of interventions that become increasingly more focused, intense, and individualized. Tier 1 is the Universal Level and we expect approximately 80% of students to fall into this category. It offers primary intervention strategies that provide quality core and differentiated instruction to all students. Tier 2 refers to the Targeted Level where approximately 15% will be grouped. Tier II offers core plus supplemental intervention that includes targeted small group studies. Tier III is considered an Intensive Level, which is expected to comprise of 5% of all students. Tier III provides core and
intensive intervention that includes small group studies for four to five days a week. See the figure below for an illustration of the tier levels and interventions. See Attachment F Levels of Tiered Intervention Overview for the in-depth interventions.

![Three-Tier Model of School Supports](image)

**Screening**

The first level of data for RTI will be collected at the start of the school year from aimswebPlus. Once results have been collected, the RTI Leadership Team will review the data and identify those students in need of Tier II and Tier III support. An instructional and intervention plan will be created and tailored to each student’s specific needs, which will include a timeline of follow up assessments to ensure student growth. The plan will be utilized to teach a new skill, build fluency in a skill, or encourage the child to apply an already existing skill to a new situation or setting. The interventions will be designed to improve performance relative to a specific, measurable goal. They will not consist of assigning homework or giving an assessment, but will include instruction, be focused on targeting a specific identified weakness, and be implemented consistently for at least three days a week over the course of at least 6 weeks. In addition, the RTI Team will create decision guidelines to determine when interventions are no longer necessary, need to be changed, or when a student might be identified for special education.
Tiers

Tier 1 will focus on strong core programs using research-based curricula for all students. The core instruction takes place in the general education setting and meets the needs of most students and incorporates differentiated instruction. Students making proficient progress with regular core instruction are typically scoring above the 60th percentile on aimswebPlus Assessment. The school will have systems in place to regularly review and analyze data on student progress at the school, grade, classroom, and individual levels. Adjustments will be made through whole and small-group differentiation of instruction based on analysis of student data and identified areas of need for additional opportunities for learning. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. This could include small groups, modifying materials, additional practice, and changes to materials or scope of task all while in the general classroom. Tier 1 interventions are implemented for a minimum of 4 to 6 instructional weeks at a minimum of 3 days a week for 20 minutes.

Tier 2 will focus on students who need additional academic support beyond what can be provided through differentiation in the general classroom for all students. The RTI Team will review the data collected by Diagnostics, MAP, Curricular benchmark assessments and specific plans will be created to ensure each student learns the necessary skills to be successful. The parent is notified of the plan and small group intervention. Small groups will meet in targeted instruction for 30 minutes per day, 2 to 4 days a week for a minimum of 9 weeks. Throughout this process students will be informally assessed on a weekly basis to provide up to date information to the RTI team. The school will also provide staff with a collection of RTI interventions in assembling their Tier II intervention plans that contain research-based strategies. Additionally, teachers will be encouraged to access approved interventions on the Google drive. Each intervention will be geared to the specific needs of the individual student. The aimswebPlus test results are typically between the 20-39th percentile for students requiring Tier 2 interventions.

Tier 3 will focus on students who require intensive, focused, small group or individual interventions of longer duration than provided in Tier 2. Tier 3 interventions will include targeted content and specialized instruction with extraordinary time and focus. For example, for students struggling with phonemic awareness or Phonics, the instructor can implement core instruction along with the Wilson Reading System (WRS) curriculum, which is especially developed for assist struggling readers. WRS uses a “multisensory” approach to reading and incorporates visual, auditory, kinesthetic and tactile senses to help student make connections between sounds and words. Before students are assigned to Tier 3 interventions, parents are informed of (lack of) progress and an invitation letter is sent.
home to meet to discuss the student’s progress. The RTI team meets to analyze and determine appropriate interventions for students in need of more intensive intervention. The targeted instruction may be in small groups with up to 3 students, or individually for a minimum of 30 minutes per day, 3 to 5 days a week. Individual assessments will be conducted to provide daily monitoring of student progress. The RTI team reconvenes to review progress data and make a decision of whether or not to possibly refer the student for Special Education evaluation. The aimswebPlus test results are typically below the 20th percentile for students requiring Tier 3 interventions.

Students will individually be held accountable to learning standards each year to ensure they are meeting the state standards. Often students who are “low-performing” are labeled as such due to their inability to see the relevance of what they are learning as it relates to their daily lives or their lack of interest in an academic area. The structure and application of the school’s curriculum and methodology will solve this issue for many of our students. Teachers will strive to make learning practical and relevant as students apply knowledge to the projects in which they are participating. Therefore, student achievement on a given task will be at times broad, at times deep, and always cross-curricular.

**Assessments**

Assessments will provide valuable data to determine which students need additional interventions, and staff specialists (such as the reading specialist) will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be below grade level in Reading and/or Math. Students who qualify for Special Education services will also receive services from qualified staff members both through the inclusionary model and through pull-out instruction based on the services and identified needs of their individual educational plans (IEPs).

All teachers will employ flexible grouping. For example, if there are groups of students struggling with mastery of specific knowledge or a specific skill, a small group will be formed, and one teacher will work more directly with that group, while the other teachers at that grade level work with the other students.

**Progress Monitoring**

Progress monitoring will be used to monitor the implementation and effectiveness of specific interventions. Throughout the RTI process, student progress will be assessed, analyzed, and reviewed by the RTI School-Based Leadership Team. Decisions will be made based upon the reliable, valid and evidence-based assessments listed above. The team will include, but is not limited to, the student’s teacher, the Principal or designee, a Special Education teacher, and other student services personnel as appropriate. The team will be
responsible for tracking school-wide academic growth; documenting student need, interventions, and results; making decisions about the effectiveness of instruction; making recommendations for adjustments to instruction and/or interventions; and initiating referrals for evaluation for exceptional student education instruction and/or related services.

Attention will be given to identifying key indicators for students who may need additional services, when work is being completed on specified areas of the curriculum scope and sequence. Research-based interventions will be incorporated into those documents for whole-class applications, consistent with the Tier 1 model. Identification of classrooms in need of Tier 1 interventions and individual students in need of Tier 2 or 3 interventions will be more clearly identified through the progression of the curriculum.

**Differentiation**

Differentiation will be a part of the core instruction of the Tier 1 level. It includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom. Differentiation can also employ additional small group instruction and/or purposeful design of instructional centers within the classroom. For example, when implementing differentiation instruction in the classroom, students are expected to complete a Main Idea/Detail Graphic organizer but are using books at their instructional level. This form of instruction may also involve a combination of accommodations and modifications.

Special accommodations may be applicable for certain students that include changes in how that student is expected to learn. These changes in instruction will enable students to demonstrate their abilities in the classroom/testing setting and can involve, for example, allowing extra time to take the same test or complete the same assignment or breaking down work into smaller segments, while expecting all elements to be completed. Modifications may be made that involve what a student is expected to learn. These modifications are adaptations to instruction or the administration of assessments that change performance expectations for demonstration of a learning outcome. They can include, for example, reading a test to a student and re-wording/re-explaining questions or shortening a spelling test or other assignment. Differentiating, accommodating and modifying may be included in an intervention plan, but it will not equal intervention. As stated above, the school will develop in-depth intervention plans that are systematic and offer explicit instruction to accelerate growth in an area of need as identified by data for the student.
The school's curriculum options will address a comprehensive array of reading skills at different levels. By combining these various research-based curriculum options, the school will provide the building blocks for systematic and explicit teaching of reading skills.

RTI is not a Special Education program; however, it can help general education teachers detect learning issues. It can also assist schools in determining who qualifies for Special Education services. The School's Academic Prevention/ Intervention Policy is included as Attachment G Academic Prevention and Intervention Policy.

c. Plans for regularly monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program/Plans (IEP);

As was mentioned above, RCA will follow the RTI prevention model, thus progress monitoring through this mechanism will assesses student progress/performance in those areas in which they were identified by universal screening as being at-risk for failure (e.g., reading, mathematics, social behavior). Teachers and other school personnel at RCA will determine if students are benefitting appropriately from the typical (e.g., grade level, locally determined, etc.) instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction. Although progress monitoring is typically implemented to follow the performance of individual students who are at risk for learning difficulties, RCA will also use it to follow entire classrooms of students.

As soon as a student is identified as at risk for achievement deficits by the universal screening measure, their progress will be monitored in relation to Tier 1 instruction. Progress will be monitored frequently, at least monthly, but ideally weekly or biweekly. Each student's progress will be measured by comparing their expected rate of learning (e.g., local or national norms) and actual rate of learning. The teachers will use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual student. A student who is not responding adequately to Tier 1 instruction will move on to Tier 2 and increasingly intensive levels of intervention and instruction. The current time period for measuring response to Tier 1 instruction will be 8–10 weeks) and non-responsiveness will typically be determined by a percentile cut on norm-referenced tests (e.g., < 20th percentile) or cut score on a curriculum-based measurement (CBM).

RCA's progress monitoring measures will be short and easily administered by a classroom teacher, special education teacher, or school psychologist. Progress will be monitored by a variety of methods. From a norm-referenced standpoint, RCA will use widely available
assessments (that also have alternate forms available) to demonstrate student improvement over time and report progress to the Board of Trustees.

Progress is measured weekly to inform teachers when instruction or services need to be adjusted. Students working on basic skill deficits receive structured, specialized services and supports in individual or small group settings. Teacher-based teams (TBT) meet at least bi-weekly to discuss student data and make any necessary adjustments. The IEP will include differentiations and modifications and supersedes any general education qualifications.

d. Plans for promoting graduation for students with special education needs; and

As was mentioned in section III. C. Student Performance Standards, students who have Individualized Education Programs (IEP’s) will be promoted to the next grade based on successful completion of the goals of the IEP. Students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons in addition to performing significantly far below grade-level standards.

Because RCA will offer highly individualized instruction to meet the needs of all learners, including those who are accelerated, we do not have a policy for early promotion. Rather, we will provide instruction to every student at their individual developmental level within the grade level of enrollment. Should a student demonstrate performance that is far advanced beyond instructional delivery that is available within their grade level, that student may be offered enrichment by an advanced (higher) grade level team for the subject in which they demonstrate superior knowledge and skills. Similarly, any student who is performing significantly below grade level will receive additional support, which may include remediation of foundational instruction by a lower grade level team. However, whenever possible, each grade level team will afford their students the appropriate level of instruction and content by the faculty of the cohort’s grade level of enrollment. Parents will receive a copy of the Student Handbook upon enrollment, which will contain the policies for promotion and graduation.

e. Plans to have qualified staffing adequate for the anticipated special needs populations.

RCA is dedicated to the community of students that we will serve. We will work as a team to hire only highly qualified teachers who exemplify the culture and personality we want to develop and deliver. RCA will only hire special education credentialed teachers to work with our anticipated special needs population, and the school will not exceed the allowable
student/teacher ratio in this area. RCA will only hire teachers who have a passion to improve students’ educational needs. Because the student enrollment is lower than in most schools, RCA will provide a successful ratio of Special Education Teachers who can find a pathway of success for students. Additionally, when necessary, the school will hire a third party vendor to provide specialized emotional, behavior, and academic services as needed.

3. Explain how the charter school shall meet the needs of English learner (EL) students, including the following:

RCA will provide services to English language learner (ELL) students in accordance to the most recent state and federal guidelines. RCA will partner with PSI to provide English as a Second Language (ESL) services to the school. PSI is an award-winning organization that has provided special education and health needs to students for more than thirty years. The program will implement best practices that help students become proficient in English. PSI will provide the formal and informal English Language Assessments that assess skills (listening, speaking, reading, and writing) of ELLs throughout the school year. PSI provides assessments of the strengths and weaknesses of each student to the school personnel for Individual Education Plan planning. PSI collaborates with the school teachers and the Intervention Specialist to better serve the needs of the student.

PSI will establish ESL lesson plans and implement curriculum according to WIDA Standards. Every ELL student will have an ESL Individual Plan of Service. PSI will provide the formal and informal English Language Assessments. The WIDA ELD standards address the academic language English Learners need in order to engage with peers, educators, and the core curriculum in all classrooms and all content areas. The five WIDA ELD standards will be implemented by all educators with English learners in their classrooms:

1) Social and instructional language
2) Language of language arts
3) Language of mathematics
4) Language of science
5) Language of social studies of ELLs throughout the school year.

When providing the KY test, PSI utilizes the Computer-Based Testing Accessibility Planning Tool as well as Kentucky’s Accessibility Manual. PSI requires ongoing assessment of ELL students in the classroom and an ELL worksheet would be completed by each teacher that instructs ELL students in order to provide an assessment of the student’s social, emotional, and academic status and progress in class. At the end of the year, PSI provides a Year-End form to families that includes the test results, Student Learning Objectives and ideas for families to increase their child’s progress during the summer months. Additionally, federal guidelines require that students who are ELLs be monitored quarterly for two years after
exit of and EL program. For future instances, consultation will be provided for those that have exited.

RCA will ensure that highly qualified teachers and other personnel are available as needed. The school will provide information in the appropriate language to parents as needed.

**a. Methods for identifying EL students (and avoiding misidentification);**

RCA adheres to the Kentucky Department of Education’s ELL guidebook and federal law to ensure compliance with ELL. When a student enrolls in RCA, a home language survey will be completed (the survey that will be used is available as **Attachment H ELL Screener**). This survey is distributed by the school office manager and the home language survey must be completed at the time of registration. Translations of the Home Language Survey are available in the following languages: Arabic, Chinese (Mandarin), Hebrew, Hindi, Hmong, French, Korean, Russian, Spanish, Tagalog, and Vietnamese. 2. Any surveys with languages other than English indicated anywhere on the form are immediately forwarded to the Principal. In cases such as this, the Principal will first check the student’s Cumulative folder for other records regarding the student’s English language proficiency. The Cumulative folder may hold a program of services, Individual Language Plan, and/or scores from ELLs assessment from the student’s previous school.

Next, the Principal and/or their designee will informally screen the student by meeting and speaking with them. The Principal and/or their designee will also contact the parents to determine potential ELL status and enrollment in an ELL program. When the screening and identification process is complete, a copy of the Home Language Survey will be returned to the school Office Manager. The Office Manager will place the HLS in the student's ELL folder within the Cumulative folder.

At that point, a decision to administer the screening test by the Principal and/or their designee or an external provider will be made. The test will align with Kentucky’s English Language Proficiency Standards, WIDA English Language Development (ELD) Standards, and is available in online and paper formats for students. The identification and assessment of new ELL students as described will occur within 30 days if the child enters RCA at the beginning of the school year, or within 14 days if the child enters after September 30th.

The results of the screener will be analyzed by the Principal and/or their designee and potentially an external provider to record the proficiency level and determine if the student qualifies for ELL service.
b. Specific instructional programs, practices, and strategies the charter school shall employ to ensure academic success and equitable access to the English/language arts and math academic program for these students;

RCA will engage in the following ELL strategies to serve ESL students:

- Content-based language instruction in which English will be taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement;

- Literacy-based instruction in which ELL teacher will teach language goals based on the Kentucky's standards

- Co-taught content-based instruction in which the ELL teacher will teach language goals based on the Kentucky's standards, in collaboration with the regular education teacher;

- Collaboration with the regular education teacher will occur to modify curriculum to enrich language development;

- Small group instruction will occur through push-in ELL programming for students with limited or no command of the English language (students with LEP levels of 1 or 2);

- Students may be clustered to increase access to language instruction; and,

- The ELL teacher will provide instructional materials to promote language development.

Pre-test results conducted at RCA will determine what areas are taught and reviewed. English language learners typically need practice in decoding, vocabulary, and early reading skills.

As was mentioned above, RCA will use a variety of language-learning tasks that motivate, challenge, and engage students in the general education classrooms as well as in other settings. ELL teachers will expand on some of the text and online activities that students may not find interesting. They will decide what each individual student needs to accomplish the tasks successfully. For example, if the teaching goal is to have the student understand a short text on Texas, the teacher will start by pre-teaching some of the targeted vocabulary. If the targeted learning goal is for ELLs to research information on endangered animals, the teacher will work with them to know how to effectively summarize research articles.

Depending on the screening results and performance, the teacher will decide also how to engage the student using one or more of the differentiated teaching techniques (such as group work, pair work, or individualization) for each of the skills that is applicable to the curriculum and for meeting the needs of students.
A Sample Reading Lesson

The problems the teachers at RCA may face when teaching differentiated classes (ranging from mixed ability to ELLs) include how to plan lessons that can meet the needs of all the students, preventing the higher-performing students from getting bored and the lower-performing students from feeling lost.

Reading Tasks for Lower-Performing ELL Students
1. ELLs will extract and list all names of people/places/numbers and classify them into groups.
2. ELLs will work only with a specific paragraph, looking for specific information.
3. ELLs will underline all the words that they know. The teacher will ask them to look up the difficult words.
4. ELLs will engage in true/false type questions.

Reading Tasks for Middle-Performing ELLs
1. ELLs will answer questions that relate to general ideas.
2. ELLs will answer multiple choice type questions.
3. ELLs will answer True/false questions where they correct the false questions and/or give evidence from the text.

Reading Tasks for Higher-Performing ELLs
1. ELLs give oral reports on a text.
2. ELLs answer questions for reading between the lines.
3. ELLs answer detailed questions about the text (they may make up questions and swap with a partner).

In the above sample differentiated reading lesson, the teacher would adapt the task to two or three different levels, thereby enabling the student to choose the level at which he or she can function. Teachers may provide students with main input before assigning different tasks.

c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services; and

RCA will follow Title III of the ESEA, by monitoring and regularly assessing the progress of all ELs, including those who have opted out of EL programs, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and, at least annually, measuring their performance in grade-level core content areas.

RCA will use valid and reliable ELP assessments that test all four language domains (listening, speaking, reading, and writing) to ensure that ELs have achieved English
proficiency. The proficiency score on the ELP assessment will be set at a level that enables students to effectively participate in grade-level content instruction in English without EL services. This does not mean that students must score proficient on a content assessment (e.g., reading/language arts) in order to exit EL status; indeed, there are never-EL students who are in the general education program who do not score proficient on these content assessments.

RCA may use additional objective criteria related to English proficiency to decide if an EL who scores proficient on the ELP assessment is ready to exit EL services. However, these additional criteria will not substitute for a proficient score on a valid and reliable ELP assessment.

After students have exited an EL program, RCA will monitor their academic progress for two years. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, RCA will re-test the student’s ELP with a valid, reliable, and grade-appropriate ELP test to see if the student must be offered additional language assistance services. In no case will re-testing of an exited student’s ELP be prohibited. If the student is reentered into EL services, however, RCA will document the reasons why and the parent’s consent to reentry. If RCA finds that changes to exit criteria or procedures are necessary, the school will provide teachers and staff with the appropriate training to address this.

**Tracking Progress**
- RCA will determine if all ELs, including those who have opted out of EL programs and services, are making progress in achieving ELP and acquiring content knowledge.
- RCA will determine if all EL’s are making progress toward established benchmarks for expected growth in ELP and the grade-level content areas and ensure they are assisting students who are not making timely progress towards those goals.
- Building leadership will monitor ELs meaningful access to grade-level core content instruction and remedy any academic deficits in a timely manner.
- Building leadership will ensure that EL Staff is implementing ELP standards to informing parents of EL programs, services, and assessments.

**Exiting ELs**
- RCA leadership will oversee procedures to ensure that students exit from EL programs, services, and status only after they demonstrate English proficiency on a valid and reliable ELP assessment.
- Building leadership will ensure a plan is in place to monitor the progress of former ELs.
● Building leadership will monitor, for at least two years, the academic progress of students who have exited EL status to ensure that they have not been prematurely exited and that they are meaningfully participating in the RCA standard educational programs comparable to their never-EL peers.

d. Means for providing qualified staffing for EL students.

RCA is dedicated to the community of students that we will serve. We will work as a team to hire only highly qualified teachers who exemplify the culture and personality we want to develop and deliver. RCA will only hire ELL credentialed teachers to work with our anticipated ELL population, and the school will not exceed the allowable student/teacher ratio in this area. RCA will only hire teachers who have a passion to improve students’ educational needs. Additionally, should a teacher not be on site, RCA will contract with PSI to provide the abovementioned services.

4. Explain how the charter school shall identify, meet the learning needs, and monitor the progress of students who are performing below grade level, students at risk, at risk of academic failure, academically behind, or traditionally underperforming. Specify the programs, strategies, and supports the charter school shall provide for these students.

RCA will utilize technology, specialized curriculum, researched and highly regarded Resource Bank materials, and early identification/intervention processes to assist in identifying and meeting the needs of students.

Interactive technology that allows students to create and explore substantially improves academic achievement, particularly for underprivileged youth, according to a review of more than 70 studies on the use of technology in the classroom.

“Through the use of technology, students see content in many forms as it comes alive with maps, videos, hyperlinks to definitions, additional content and more,” according to the report, Using Technology to Support At-Risk Students’ Learning, released by the Alliance for Excellent Education, a nonprofit based in Washington, D.C., and the Stanford Center for Opportunity Policy in Education (SCOPE).

RCA is committed to identifying students who are at-risk. It is essential that such identification occur early enough that RCA staff can intervene with academic counseling, career counseling, and other intervention services to enhance a student’s readiness for post high school academic or employment opportunities.

Identification
Consistent with this RCA’s commitment, at-risk students will be identified upon enrollment, and annually after the initial enrollment. In order to identify such at-risk students, RCA staff will utilize the following criteria:

1. Diagnostic assessments upon enrollment
2. Student performance in Mathematics and English on the 3rd and 5th grade tests.
3. RCA will consider comparable statewide assessment performance for students transferring into the school outside of Kentucky.
4. The student’s attendance rates.

While the above at-risk identifiers are essential, RCA will also consider additional criteria including, but not limited to, review of discipline record; performance more than one grade level below in Reading and/or Math; core subject middle school grades; academic assessment results; contents of Section 504 Plan; IEP indicators with 5 or more or other relevant identifiers.

The following is a list of other challenges many students face that may be taken into consideration when identifying a student as at-risk (a student may be identified as at-risk if they meet at least two indicators that could impede school success, or if they are in jeopardy of being a potential dropout):

1. Lack of friends
2. Poor organization of study habits
3. Can’t find homework, lacks necessary materials
4. Low motivation to complete assignments
5. Difficulty meeting long-term goals
6. Substance use or abuse; unhealthy physical appearance
7. Homeless
8. Suicidal Tendencies
9. Transient (Moves from school to school frequently)
10. Victim of overwhelming peer harassment
11. Sudden negative changes in classroom performance or social interaction
12. Inability to cope with a full class schedule
13. Other situations where students need more support to be successful in school

5. Explain how the charter school shall identify and meet the needs of gifted students and bilingual students and include the following:

RCA believes that every child deserves to be challenged and that growth should be seen in every child. This includes those that achieve above grade level. The regular education
classroom, cases, and experiential learning will offer higher level critical thinking opportunities, thus meeting or exceeding the needs of all learners. Additionally, teachers will use resources that offer extension or enrichment activities that are appropriate for advanced-level students. (e.g. During reading, above grade level readers will be grouped to read and discuss higher reading level books. Teachers will plan literature circles amongst the group(s) with tasks that encourage critical thinking, problem solving, and higher order thinking skills.) Upon successful completion and where appropriate can progress to next level assignments.

RCA’s differentiated approach in addition to general education classroom (i.e. case-study, experiences and multi-age learning groups) will provide appropriately challenging and ready-to-use education materials for all levels.

RCA will ensure the progress of identified students as gifted and talented, is tracked and monitored, and that there is an appropriate teaching and learning program in place where growth is documented. Monitoring methods such as regular meetings with the individuals concerned, target setting, and ensuring students understand the criteria for success.

Parents/guardians will be informed of their child’s achievements. RCA is expected to manage the expectations and anxieties of parents who may be unsure what this means for their child. RCA and its teachers will communicate with parents and inform and involve them in providing support and appropriate opportunities.

a. **Specific research-based instructional programs, practices, strategies, and opportunities the charter school shall employ or provide to enhance their abilities;**

Much has been published about the effective implementation of gifted programming through a schools RTI Process; but little is known about the validity of the process. Since the process is mandated, it will not be altered at RCA. However, RCA is open to utilizing varied research based methodology including the recommendation listed below.

The following strategies recommended by the National Association for Gifted Children (NAGC) will be considered when planning the approach to gifted education.

- **Acceleration**
  Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high-level students’ general abilities and specific talents with optimal learning opportunities.

- **Curriculum Compacting**
  This important instructional strategy condenses, modifies, or streamlines the regular
curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.

- **Grouping**
The practice of grouping, or placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.

- **Identification**
Identification is a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified. Read more about best practices in identification.

- **Pull-Out and Other Specialized Programs**
Programming options for gifted and talented students occur in a variety of ways, and research demonstrates the effectiveness of pull-out programs, specialized classes, and other special programs and schools and the curriculum these services use in raising student achievement.

- **Teacher Training**
Teachers who know how gifted students learn and are well trained in gifted education strategies are critical to high-level gifted programs; however, most gifted students spend their school days in the regular classroom. Providing basic training for all teachers on recognizing and serving advanced students helps identify and more appropriately educate those students in the regular classroom.

Specific recommendations are offered by the ASCD in a recent research article. 143

- Speak to Student Interests. Create projects tailored to a student’s interests. These varied programs could focus on specific subject matter to peer to peer mentoring.

- Enable Gifted Students to Work Together. “According to NAGC, research shows that enabling gifted students to work together in groups boosts their academic achievement and benefits other students in the classroom, as well. When gifted students work together, they challenge themselves in unexpected ways. They bounce ideas off one another and take a peer’s idea to a new place. They also learn that as smart as they are, they, too, must exert effort with challenging content—and that they’ll sometimes fail along the way.” Students still need to work in and out of

their group. “Teachers can provide multiple opportunities for heterogeneous groupings through Think-Pair-Shares, Clock Buddies, and Season Teams.”

- Plan for Tiered Learning. This approach relies on planning lessons or units at different tiers of difficulty.

b. Plans for monitoring and evaluating the progress and success of gifted students and bilingual students; and

RCA has the responsibility to ensure that students continue to strive for excellence in an increasingly competitive world. As such, RCA will review progress on a continuous basis through both qualitative and quantitative data. The goals of the program evaluation are as follows:

- To provide a structured method of annually evaluating the effectiveness or quality of the gifted programs and forms of student data.
- To identify school personnel responsible for formally evaluating various programs and student performance.
- To provide a means for the Board to formally review the program and student performance data each year.
- To ensure the School is meeting the requirements of the gifted standards.

c. Means for providing qualified staffing for gifted students and bilingual students.

RCA is dedicated to the community of students that we will serve. We will work as a team to hire only highly qualified teachers who exemplify the culture of expectations we want to develop and deliver. RCA will only hire gifted credentialed teachers to work with our anticipated gifted and bilingual population, and the School will not exceed the allowable student/teacher ratio in this area. RCA will only hire teachers who have a passion to improve students’ educational needs.

6. Identify whether the charter school plans to request services or settings from the resident local school district at cost, plans to provide these services or settings directly, or plans to contract with a third party for the provision of these to students.

RCA does not intend to partner with the resident local school districts to provide gifted services.

1. Student Recruitment, Enrollment, and Retention

Note: KRS 160.1593(3)(f) requires a charter application to “demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students”.

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1. For New Start-up charter schools: Explain the plan for student recruitment and marketing that shall provide equal access to interested students and families.
   a. Specifically describe the plan for outreach to families in poverty; academically behind students; students with disabilities; and other students at risk of academic failure.
   b. Specifically describe the plans and timelines for student recruitment and enrollment, including policies and procedures for conducting transparent and random admission lotteries that are open to the public, and that are consistent with KRS 160.1591 and 160.1592 and 701 KAR 8:010.
   c. Specifically demonstrate a plan to recruit at least one hundred (100) students, unless the application is focused on serving special needs or at-risk students and demonstrate sufficient need for enrollment to meet the charter school's enrollment projections. Note: Demand is different from need and this portion of the application is focused on need specifically, as compared to demand.

RCA is charged with implementing the recruitment campaign to introduce the school, and its educational model including case-based learning model to the community as well as attract families to enroll their students. RCA is currently developing partnerships with various organizations in the targeted area including minority organizations, educational institutions, community agencies, churches, and local businesses and nonprofits that can assist in the recruitment efforts. Enclosed is a list of over 50 contacts who have been engaged to help recruit students, discuss the education model, and provide feedback on the school plan. The leaders, citizens and interested parties were met in an effort to not only understand the needs of the community, but to also ensure we design a school with significant input from the community. This list only includes parties attending formal meetings. In addition to the list, there are many additional individuals that have provided input and feedback regarding the RCA educational model. While RCA has encountered significant support for our program (refer to separate quantitative survey results), in order to have a broad view, we have also made an effort to meet with individuals who we believed to be opponents to the effort. We remain prepared to engage in conversation that highlights the proven benefits of the program to the targeted audience.

Recruitment of students will begin in February. Students and families are engaged through a variety of strategies. The school will offer family orientations from April through August for prospective families and grass roots efforts will increase throughout these months. Orientations and one-on-one meetings allow prospective students and parents to gain an understanding of the school and its educational model and expectations. The marketing plan utilizes newsletters, press releases, advertisements local newspapers, a 24-hour hotline, website, billboards, email, flyers, direct mail, and door-to-door canvassing in target neighborhoods. Informational sessions, open houses, parent orientations, and community
events such as pancake breakfasts and fairs will be scheduled that give the community the opportunity to learn about RCA.

Open houses and town hall meetings will be held at the school and serve to inform stakeholders about the educational model of RCA and solicit parent/community feedback. The direct mail campaign to families and community stakeholders will include distributing thousands of mail pieces via direct mail, door-to-door, hair salons, barbershops, churches, Head Start facilities, day care centers, and community centers. Specifically, RCA will work with community development corporations and social service agencies in targeted communities to assist with recruitment strategies, especially of students with disabilities, ELL, special needs students, and low income students.

In addition to the marketing campaign leading up to the opening of RCA, a year-round campaign will be implemented that keeps the community informed of the benefits of the accomplishments of the education model. The ongoing campaign which increases in scope beginning in February/March during the heavy recruitment season will include multimedia campaigns featuring print, billboard, and radio ads, community engagement events, internet and social media ads and supportive marketing materials.

See Attachment 1 Marketing Materials and Community Outreach Plan for a sample of the comprehensive marketing plan that includes year round promotions as well as sample marketing materials that will be used to fulfill enrollment goals.

The open enrollment and admission policies will be clearly communicated on all marketing collateral.

2. Provide, as Attachment 7, the charter school’s Enrollment Policy, which should include the following:
   
   a. Tentative dates for application period and any lottery; and enrollment deadlines and procedures, including explanation of how the charter school shall receive and process application and enrollment forms;
   
   b. A timeline and plan for student recruitment/engagement, application, lottery, and enrollment;
   
   c. Policies and procedures for student applications, lotteries, student waiting lists, withdrawals, enrollment, enrollment preferences, re-enrollment, and transfers;
   
   d. The charter school’s policy on enrolling students mid-year or between school years to back-fill grade levels; and
   
   e. Explanation of the purpose of any pre-admission activities for students or parents or persons with custody or charge, and their compliance with KRS 160.1590 to 160.1599 and 701 KAR Chapter 8.
RCA will be nonsectarian in its programs, admissions policies, employment practices, partnerships, and all other operations. In addition, RCA will not have entrance requirements or charge tuition or fees except where allowed as per KRS 160. The school does not require a specified enrollment period as admission is continuous throughout the year. RCA accepts students at any point during the year. See Attachment 7 Enrollment Policy.

3. Provide a brief explanation of the efforts, resources, structures, or programs that the charter school shall employ to retain students and how the charter school shall monitor the efficacy of such efforts including disaggregation of student performance data for each student subgroup.

RCA will offer a supportive environment where students will want to learn. A cadre of academic, social, emotional, and behavior supports await each student. In addition to academics, the schools will provide a host of extracurricular activities and programs based upon student interest. No matter where a student may be in the proficiency level, the school will provide support that pushes while supporting the student to increased academic achievement. RCA will surround the student with teacher support, a Dean of Students as well as a counselor and services through PSI and a special education intervention specialist when needed. Students can arrive to school early and will participate in Homework Café daily for additional tutoring and programming to assure academic and social needs are addressed.

To retain students, there will be a host of opportunities for parental involvement and support. While RCA knows that it is oftentimes difficult for parents to become and stay involved in their children's daily school activities, parent involvement is always welcomed and encouraged. Parents will be provided the opportunity to become involved in the academic life of the student through parent-teacher organization, volunteerism at school events, attendance at parent-teacher meetings, school fundraisers, and school visitations.

Finally, students will be retained and will want to re-enroll every year, because they will learn in an environment where there is an expectation of high achievement and demonstration of determination and perseverance every day. It is important to RCA and its board that the school works to continue “Putting Life in Learning” for its students. Teachers will take an active interest in the life of the student in and outside of the classroom. Students will know that RCA cares about their unique characteristics as individual humans as well as their academic abilities.

2. Student Discipline
Describe in detail the charter school’s approach to and philosophy regarding student discipline and how this philosophy supports the school model, mission, and education philosophy. Provide as Attachment 8 Student Discipline the charter school’s proposed discipline policies and procedures. The proposed policies and procedures have to comply with any applicable federal and state laws and authorizer policies. The description of the charter school’s approach and the proposed policies and procedures should address each of the following:

1. Practices the charter school shall use to promote good discipline, including both penalties for infractions, positive behavioral interventions and supports, and incentives for positive behavior;

Recent studies reveal that school leaders’ attitudes and approaches toward discipline are one of the strongest determinants of both suspension rates and discipline disparities, after controlling for other factors such as race and poverty. (National Charter School Resource Center at Safal Partners). RCA seeks to promote a positive and supportive school climate and culture in which our students may grow both academically and socially. RCA takes a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. We believe such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards. Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in school wide initiatives; student leadership development; periodic recognition of students’ achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school wide positive behavior systems.

As mentioned above, RCA will follow a Positive Behavior Support System for behavior management. Please see Attachment J PBIS Behavior Procedures, in which RCA will use to continue to develop/refine student/teacher expectations.

The PBIS Behavior Procedure will keep students and families keenly aware as to what is expected of them both academically and behaviorally. All students, especially those who
come to school from conditions that are not ideal, need to have clear and consistent behavioral and academic expectations established, maintained, and understood for them to be held accountable.

Classroom rules will be posted in a highly visible location for the children to see at all times. In conjunction with the classroom rules, a list of consequences will also be posted. These consequences should not have an emphasis on enforcement and external control, but rather an emphasis on teaching and modeling responsible behavior.

In order for the rules to be effective, they must be consistent. Children need to be guided through the rules and expectations in a developmentally appropriate progression, considering student’s individual, educational, and social needs. This behavioral framework is being provided as a foundation to help build consistent and progressive disciplinary practice throughout our school.

The core of the behavioral framework was developed using data collected through Power School and SWIS (School Wide Information System). The framework should be used as an outline for teachers in their development of classroom rules. In addition, the framework includes guidelines for the cafeteria and the playground. This should help classrooms better define responsibilities around the building.

The goal of the PBIS framework is to help create a positive, caring atmosphere where all children and adults feel respected and a valued member of our school community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. We need to set and maintain high expectations for all students both academically and behaviorally. Likewise, teachers will be expected to demonstrate the expected behaviors as well as reinforcement them at all opportunities when interacting with the children. Children will do what they think we expect them to do.

2. **A list and definitions of the offenses for which students in the charter school shall (non-discretionary) and may (discretionary) be suspended or expelled, respectively;**

Students are prohibited from engaging in the following conduct while traveling to/from school, during the school day and at all RCA functions whether on or off school grounds. Students may be subjected to discipline for engaging in prohibited conduct even if it takes place off school grounds if it may endanger the health or safety of pupils within the school or adversely affect the educational process or orderly administration of the school:
● Willfully causing physical injury to any other person or threatening to use force that could result in or risks injury, assault another person, fighting or engaging in physically aggressive or threatening behavior, or engaging in inappropriate or unwanted physical contact of any kind.

● Conspiring to or participating in an incident of group violence or gang-related activity or violence.

● Willfully damaging, defacing or destroying school property, including graffiti, or removing or use of such property without express authorization, including, but not limited to, computers, phones, copy machines and elevators.

● Stealing, or taking the property of another without permission.

● Sexually harassing another or committing sexual acts on school property or at school sponsored events.

● Bullying, intimidating, coercing or hazing another person or otherwise discriminating against another person based on his/her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identification, sex, or economic status, or violate RCA’s Dignity Act policy.

● Retaliating against another person for bringing a complaint of inappropriate or prohibited conduct, including under RCA’s Dignity Act policy, for serving as a witness, or participating in an investigation of inappropriate or prohibited conduct.

● Entering any private office or classroom of an administrative officer, teacher, or staff member without permission express authorization.

● Entering or remaining on school property without express authorization.

● Remaining in any building or facility after it is normally closed or entering any building or facility prior to its normal opening, without express authorization.

● Refusing to leave any building or facility after being requested to do so by school administration or staff.

● Willfully obstructing or interfering with the free movement of persons and vehicles.

● Deliberately disrupting or preventing the peaceful and orderly conduct of classes, lectures, after-school activities, or deliberately interfering with the freedom of meetings or deliberately preventing any person from expressing his or her views, unless such disruption is necessary to maintain order of the educational process.
 Possessing on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon of any type, whether or not the person has a license to possess such weapon.

● Committing acts that threaten the safety and welfare of any person.

● Violating any federal or State statute or regulation, local ordinance or school policy.

● Possessing, using, being under the influence of or distributing alcohol, vaping, drugs or drug paraphernalia, or tobacco products.

● Refusing or failing to comply with a lawful order or direction of a school official in the performance of his or her duty.

● Distributing or posting on school property any written material, pamphlets or posters without the prior express approval of the Principal or his/her designee.

● Unexcused absences. Lateness to school or class.

● Failure to return school property.

● Unapproved use of computers, cell phones, computer games, personal devices.

● Rude or disrespectful behavior towards another person, including, but not limited to, swearing or inappropriate language.

● Lying or dishonesty.

● Scholastic dishonesty including, but not limited to, cheating and plagiarizing.

● Falsifying records or signatures including, but not limited to, parents notes and report cards.

● Insubordination, defying or disobeying school employees, kitchen staff, custodial staff, medical staff, safety agents or other persons involved in the school’s educational program.

Please see Attachment 8 Student Discipline for more information about the offenses in which may result in suspension or expulsion.

3. **An explanation of how the charter school shall take into account the rights of students with disabilities in disciplinary actions and proceedings;**

The school’s disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (“IDEA”), and its implementing regulations including Kentucky State law respecting students with disabilities. The school will cooperate with the Committee on Special Education* of the student’s school district of residence as necessary to ensure compliance with applicable law and regulation.
Generally, a student with a disability may be disciplined in the same manner as their non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student’s behavior was not tied to or was a “manifestation” of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

Please see Attachment 8 Student Discipline for more information on how RCA will consider the rights of students with disabilities in disciplinary actions and proceedings.

4. **Policies and procedures to ensure the elimination of bias and discrimination in student discipline practices;**

RCA will encourage students to report violations of the Dignity Act Policy immediately to the Principal. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The School will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation. The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

Please see Attachment 8 Student Discipline for more information of bias and discrimination in student discipline practices.

5. **Procedures for due process under KRS 158.150 when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the charter school shall employ for students facing expulsion;**

RCA has developed a formal way for parents to resolve disputes with the School. Parents can file a due process complaint only for special education disputes, not for general education issues. They also have the right to an impartial hearing officer and to present evidence and witnesses at the due process hearing.

Please see Attachment 8 Student Discipline for more information on resolution of disputes.
6. **Professional development to ensure adherence to these policies and procedures;**

All RCA staff will be trained annually on classroom PBIS practices to ensure their understanding, adherence, promote consistent implementation of planned, preventative and positive classroom PBIS practices. In this training, they will also be developed on making decisions for responding to students’ problem behaviors.

7. **How students and parents and persons with custody or charge shall be informed of the charter school’s discipline policies and procedures. If already developed, provide as part of Attachment 8 Student Discipline; and**

All parents and persons with custody or charge of a student will receive the Student/Family Handbook that contains the discipline policies and procedures upon enrollment. Additionally, the Student/Family Handbook will be placed on the website.

8. **The student behavior improvement and intervention professional development the charter school shall be providing to its staff.**

As was outlined above, all RCA staff will be trained annually on classroom PBIS practices to ensure their understanding, adherence, promote consistent implementation of planned, preventative and positive classroom PBIS practices. In this training, they will also be training on making decisions for responding to students’ problem behaviors.

3. **Parent and Community Involvement**

1. **Describe how the charter school shall engage parents, persons with custody or charge, adult students, emancipated youth students, and community members from the time that the charter school is approved through opening.**

Years of research has been conducted and is available showing the importance of the relationship between that of the parent, community and the school and that relationship’s role in the successful achievement of the student. Additional research is available that suggests certain classes are more visibly active on average than other parents and community is more involved when the school is “successful”. (Lee & Bowen, 2006; Manz, Fantuzzo, & Power, 2004; Waanders, Mendez, & Downer, 2007).

Furthermore, A report from Southwest Educational Development Laboratory entitled “A New Wave of Evidence” studied parent involvement over the past decade and found that regardless of family income or background, students with involved parents are more likely to reap the following benefits: 1) earn higher grades and test scores, and enroll in higher-
level programs, 2) be promoted, pass their classes, and earn credits, 3) attend school regularly, 4) have better social skills, show improved behavior, and adapt well to school, and 5) graduate and go on to postsecondary education.\(^{144}\)

RCA understands there are barriers to involvement and seeks to address them through a strategic focus on this effort. In fact, community and parent involvement has been a part of RCA since the idea ignited in the RCA core parent volunteer team. Thus, RCA will seek to inspire involvement of the community, parent and student by affording meaningful and substantial opportunities to participate and recognize that every action counts and no effort is too small. We believe that successful children will naturally inspire grateful families and committed communities to become advocates of RCA.

Parents will be provided the opportunity to become involved in the academic life of the student through parent-teacher organization, volunteerism at school events, attendance at parent-teacher meetings, school fundraisers, and school visitations to name a few.

RCA’s educational approaches will foster a natural relationship with surrounding communities and businesses in the research, build and development of cases via the case based learning method and through experiential learning. We anticipate the opportunities for parents, persons with custody or charge, adult students, emancipated youth, and community members will abound through our unique homework (Homework Cafe) and meal (Farm to Table) programs. Further RCA will work to develop community partnerships that are in the best interest of both the school and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the school. Examples of the type of partnerships we expect to develop include: Law Enforcement Agencies, Other Public Safety Entities, Health & Human Services Agencies, Not-for-Profit Organizations with Child Focused Missions Youth Programs / Organizations (e.g. YMCA) Chambers of Commerce, and Local Businesses (e.g. United Way).

2. Describe the charter school’s philosophy around family engagement and how the charter school shall engage parents or persons with custody or charge in the life of the charter school (in addition to any proposed governance roles described below).

RCA values parental involvement and understands that oftentimes parents want to volunteer and engage, but have difficulty finding time or opportunity that will fit within their schedule. Families entering the school are welcomed into a caring, engaging community working together to offer our children a rich early childhood education.

RCA will be professionally run, to encourage the involvement of all of our families in the education of their children. We believe that our school is a place where children thrive, in part due to the role that families play in all aspects of learning and school administration.

At RCA, parents will be invited to get involved in a variety of means: from governance to grounds maintenance to administrative service to substitute teaching or tutoring. There are as many ways to engage. Parental involvement is important to the mission of RCA and often has a significant and positive impact on our students. RCA encourages parent involvement through an active PTO and volunteerism.

3. **Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement (e.g., parent orientations, trainings, programs, or initiatives) and how charter school staff shall support the family engagement plans and implementation.**

RCA specifically seeks to build family/school partnerships by:
- Complying with all laws and governance including local school board policies where appropriate. This includes, but not limited to: report cards, school-based decision-making involving parents, positive parental involvement.
- Encouraging teachers to proactively seek to build authentic relationships with the parents/guardians of all its students.
- Ensuring a common understanding of what “involvement” at RCA means and the roles and expectations of school administrators, teachers, parents/guardians, and community.
- Individualizing parent volunteer opportunities to meet the needs, demands, and capabilities of the individual student/family as they pertain to school engagement. RCA will create opportunities of involvement at every level that are easily integrated into the busy schedules of “life” including parent and student orientation, buddy/peer system, open houses and community meals.
- Communicating opportunities in multiple ways using parent and communities preferred methods (i.e. social media, texting, email, and phone).
- Actively and regularly seeking meaningful feedback through direct interaction with students, parents and community using multiple methods (i.e. Surveys, social media) and monitor and assess overall satisfaction.

Parental involvement is also fostered through access to information and communication provided by the RCA. Parents will receive updates on their child's status and are able to engage in two-way communication with school administrators and teachers.

Parent participation is important to the success of the School and will be solicited through a parent advisory board with an objective that includes fostering participation in creative
ways that work for the families of RCA, as well as community outreach, volunteerism and fundraising. While RCA understands parents have many responsibilities, parents will be encouraged to commit to customized volunteer hours and work with teachers, administrators.

Surveys - The school is committed to ensure that the communication received from parents is handled effectively. At or near the end of the school year, parents will be asked to complete a comprehensive satisfaction survey designed to assist the School in assessing areas where improvement may be necessary. The survey gives our teachers and leaders critical feedback that will lead to increased parent satisfaction. Parents are also afforded the opportunity to provide feedback during parent-teacher conferences, parent-teacher organization meetings, and during their attendance at Board meetings. Feedback on all aspects of school operations is welcome.

4. **Describe any commitments, fundraising activities, or volunteer activities, compliant with 701 KAR Chapter 8, the charter school shall seek from, offer to, or request of parents, persons with custody or charge, adult students, and emancipated youth students.**

Parents will be invited to assist the school in implementing fundraising activities. However, no monetary commitment will be asked of parents. Additionally, upon approval a marketing/fundraising strategy will be developed in which all raised funds would go to the operating expenses of the school and programming/events for the students. Parents will be asked to volunteer to assist in implementing the campaign. To continually engage parents, potential fundraising and volunteer activities may include the following:

- Grant applications;
- Auctions;
- Jog-a-thons and 5k run/walks;
- Cultural theme days;
- Community service;
- Dance parties; and/or,
- Raffles.

5. **Discuss the community resources that shall be available to students, parents, and persons with custody or charge.**

Potential partnerships have been outlined in the sections above and a few are specifically noted below. In addition, students that attend RCA will have other potential community resources available. Once finalized, information on these partnerships/options will be readily available for parents:
● Gear Up KY – a program that focuses on improving the skills of at-risk students, and encourages them to stay in school, study hard, and plan for their future.
● AWARE - a program that offers free youth mental health first aid courses across the community.

6. Describe any services, resources, programs, or volunteers that the charter school shall provide to the community.

RCA will provide comprehensive academic, social, and health services for students, and family members that will result in improved educational outcomes for children. These services may include: high-quality early learning programs and service; remedial education aligned with academic supports and other enrichment activities; providing students with a comprehensive academic program; family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; job training and career counseling services; nutrition services and physical activities; primary health and dental care; activities that improve access to use of social service programs and programs that promote family financial stability; mental health services; and adult education, including instruction of adults in English as a second language.

7. Describe any partnerships the charter school shall have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that shall enrich student learning opportunities, and identify the person at the charter school who shall be responsible for managing the partnership. Include, as Attachment 9, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Attachment 9 N/A

While the RCA Board does not have third party vendors under contract at this point, there are a number of local organizations, companies and services that RCA is working to partner or contract with for services upon approval. The school will engage partnerships or service contracts with local community organizations to provide the following and additional services as needed:

● Christopher Mezzo, Fernier Law – for legal services
● Adkins & Company – for governance consulting to assist with operational processes and maintaining compliance with the Authorizer contract requirements
● Bookkeeping Plus – for the Board’s independent fiscal officer/accounting services
● Partnership for Innovations in Education – for implementation and ongoing coaching and mentoring of the case-based learning method
● FIT Technologies – for technology services
● PSI, or other vendor– for psychologist, emotional, mental and behavior specialist services
● Healthy School Food Collaborative or other food service vendor – for nutritional consult and food services
● Jani-King or other vendor – for custodial services
● CB Richad Ellis – real estate services
● TANK - for student transportation services
● Higher Ed Educational institutions - for college visits and staffing opportunities
● NexStep - for educational staffing services
● Local Social service agencies - for student and family referrals
● Northern Kentucky Cooperative for Educational Service - to provide health services to the school including mental health

4. Phase-In/Takeover for Conversion Charter School Planning

To be completed only by applicants proposing a conversion charter school. Include a copy of the petition for the conversion of a specific Kentucky public school. If this is not an application proposing a Conversion Charter School, mark “Not Applicable.”

1. Describe prior experience in taking over or turning around an existing public school.

2. Describe specific ways that the charter school shall engage and transform the existing school culture as the charter school prepares to open and during the first year of operation.

N/A

5. Educational Program Capacity

1. Describe the structure of the charter school’s leadership team, including their qualifications and responsibilities. If known, identify the key members of the charter school’s leadership team and provide their qualifications as Attachment 10. Identify only individuals who shall play a substantial and ongoing role in school development, governance and/or management, and shall thus share responsibility for the charter school’s educational success. These may include current or proposed members of the charter school board of directors, school leadership/management, and any essential partners who shall play an important ongoing role in the charter school’s development and operation. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
See Attachment 10 School Leadership Team.

2. Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
   - School leadership, administration, and governance;
   - Curriculum, instruction, and assessment;
   - Performance management; and
   - Parent and community engagement.

- Lynn Schaber, Founder, President, The Strategy Store, LLC, Lead Applicant, RCA Board Chair. Mrs. Schaber holds her MBA in Finance from the Schulich School of Business at York University in Toronto, Canada. After 25 years in the corporate world with Procter & Gamble and Kao, she retired to spend more time at home and focus on her family. She is very involved with volunteer work in the community and in 2015 Mrs. Schaber received the “Volunteer of the Year” award from the Newport Business Association. She has one school-age child. (Administration, Performance Management, Parent and Community Engagement)

- Evelyn Pence, Owner, Evelyn Pence Illustration, Second Applicant, RCA Board Secretary. Mrs. Pence has a Masters of Fine Arts in Medical & Biological Illustration from the University of Michigan and is a professional medical illustrator. She owns her own business and has maintained a strong client base since opening her studio in 2003. Mrs. Pence is the mother of two school-age children. (Parent and Community Engagement; Administration)

- Sabrina Tinkler, Corporate Onboarding & Relocation Manager, Fifth Third Bankcorp, RCA Board Vice Chair. Mrs. Tinkler holds her Bachelor of Science in Management from the University of South Florida. She has 22 years of experience in the banking industry where she has been focused in the areas of learning/skill development and more recently relocation with Fifth Third Bankcorp in Cincinnati Ohio. She is the mother of 2 school age children. (Administration, Finance, Performance Management)

- Sarah Strauss, Owner, Crossfit Hustle and Muscle, General Manager, Performance Processing, LLC, RCA Board Treasurer. Mrs. Strauss has her BA from Skidmore College in Saratoga Springs NY. After graduation Sarah spent 10 years developing an expertise in the financial industry and now has her own business (Upside Solutions LLC) - a consulting agency for financial institutions. Sarah is a mom of 2 school-age children and holds various volunteer positions in the community. (Parent and Community Engagement; Finance; Administration)

- Ian Maloney, Accountant, Blue & Co., LLC, RCA Board Member. Mr. Maloney holds 2 Masters degrees – one Master of Science in Criminal Justice from the University of
Cincinnati and one Master of Accountancy from Northern Kentucky University. After over six years working as a social worker focused on substance use assessments and disorders, Mr. Maloney made a career switch and is now a CPA and Advisor at Blue & Co in Cincinnati, Ohio. He has held numerous volunteer Board and Committee positions and has 1 child who is currently a toddler.

(Administration, Finance, Performance Management)

- Jeff Weghorst, Director, Enterprise Price Strategy, 84.51, RCA Board Member. Mr. Weghorst is a graduate of the University of Notre Dame and holds an MBA from Miami University (Ohio). With over 22 years of experience in the field of retail analytics, ranging from price/promotion optimization to product assortment evaluation, Mr. Weghorst is an expert in the field, leading teams at both ACNielsen and 84.51° (A Division of Kroger). In addition, he is very involved in the community, recently leading a sub-team on education as part of an overall city initiative called ReNewport. He has 3 school-age children. (Parent and Community Engagement, Education, Administration, Performance Management)

- Jillian Stashak, Director, Homeschool Curriculum Advisor. Ms. Stashak holds a bachelor’s degree in human development and family studies from Colorado State, with endorsement in early childhood education programming. She holds Early Childhood Teaching Certificates in both Colorado and Florida. Ms. Stashak has extensive experience in direct instruction, project-based learning, and designing and leading lesson plans. She has supervised and mentored school support teams including assistants, practicum students, college interns and student teachers.

- Mary Welsh, Founder and CEO of Partnership for Innovation in Education (PIE) (School Leadership, Administration, Curriculum, instruction, and Assessment as well as Performance Management)

- Yvonne Adkins and Adkins & Company Consultants (Parent and Community Engagement, School Leadership, Administration, Governance, Curriculum and Instruction, and Performance Management)

- The Principal and Dean of Students will be hired in accordance with the start-up timeline. (Building Leadership Team positions will include all the requisite requirements of School Leadership and Administration, Curriculum and Instruction, Performance Management and Parent and Community Engagement)

2. Describe the group’s ties to, knowledge of, and history serving the target community.

All Board members live and/or work in the target area. They are familiar with the communities and the need for an alternative education model in all six River Cities. Ian Maloney is a resident of Newport, KY, the target area to be served and a graduate of Northern Kentucky University. Evelyn Pence is a resident and business owner in Newport, KY, the target area. She also attended Northern Kentucky University. Lynn Schaber is a business owner in Newport, KY and executive who has worked in the community for a
significant number of years. Sarah Strauss is a resident of Ft. Thomas, the target community and her nonprofit company, CrossFit Hustle and Muscle, operates in the Ft. Thomas Middle School for 6th through 8th graders. Sabrina Tinkler is a resident of Newport, KY and learning consultant who is working in the surrounding community as a banking and relationship manager expert. Jeff Weghorst is a resident of Newport, KY, who is working in the community as a retail executive. The most recent addition to the Board is Jillian Stashak who brings early childhood education experience including classroom teaching experience, mentoring and curriculum and instruction expertise.

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

The following are established and planned partnerships. The School will retain others as the contract is solidified.

- Christopher Muzzo, Furnier Law – for legal services
- Adkins & Company – for governance consulting to assist with operational processes and maintaining compliance with the Authorizer contract requirements
- Bookkeeping Plus – for the Board’s independent fiscal officer/accounting services
- Partnership for Innovations in Education – for implementation and ongoing coaching and mentoring of the case-based learning method
- FIT Technologies
- PSI, or other vendor– for psychologist, emotional, mental and behavior specialist services
- Healthy School Food Collaborative or other food service vendor – for nutritional consult and food services
- Jani-King or other vendor – for custodial services
- CB Richard Ellis – real estate services
- TANK – for student transportation services
- Higher Ed Educational institutions - for teacher recruitment and staffing efforts
- NexStep - for educational staffing services
- Local Social service agencies - for student and family referrals
- Northern Kentucky Cooperative for Educational Service - to provide health services to the school including mental health

4. **Identify the principal/school leader candidate and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed principal/school leader's academic and organizational leadership record. Provide specific evidence that demonstrates the proposed principal/school leader's capacity to design, launch, and manage a high-performing charter school. If the
The proposed principal/school leader has never run a school, describe any leadership training programs that the proposed principal/school leader has completed or is currently participating in. Also provide, as Attachment 11, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the principal/school leader’s ability to effectively serve the anticipated population.

Attachment 11 is N/A, because the principal has not yet been hired.

If no candidate has been identified, provide as Attachment 12 the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the principal/school leader.

No candidate has been identified and Attachment 12: Staff Job Descriptions is the Principal job description along with other staff positions. The goal is to hire the Principal in January of the opening school year. The position of Principal is paramount to the success of RCA. The Principal will effectively lead and manage RCA in conformity with the philosophy and policies adopted, the rules of the Governing Board, State Board of Education, the provisions of law, directives of the RCA and sound administrative practice. The role directly supervises all personnel assigned to the building. Areas of responsibility include Operations, Personnel, Curricular & Co-Curricular Programs, Student Services & Supplementary Programs, Physical Plant, Finance, Pupils, Parents/Guardians, and Community Outreach. To be successful, a Bachelor’s degree is required at a minimum with a Master’s degree or higher preferred and state Principal’s licensure/certification preferred. The candidate will possess at least three years in a supervisory or management role; have the ability to lead staff and effectively communicate his/her vision for the school; and have a strong ability to gather, analyze, and interpret student data to make sound educational decisions. The ability to work in a diverse educational community setting, understand the community and student demographics especially as it pertains to at-risk students is critical.

H. Programmatic audits and assessments

4. Describe a plan of annual programmatic audits of the implementation and effectiveness of the charter school’s education program. Programmatic audits should include an evaluation of the effectiveness of the charter school’s academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some schools or districts. The plan should include, but is not limited to, the:
   • Purpose and objectives;
   • Areas to be audited;
   • Schedule of events;
   • Responsible persons, which may include outside consultants;
• Description of written end product;
• How and to whom such written end product shall be disseminated; and,
• Any plans to hire outside consultants to perform such audits.

The programmatic audits plan will be developed by the Principal and approved by the Board and will be utilized to help assess the success of the entire education program. Rubrics will include components of academics, finance, and operations.

Academic Performance
Data analysis will occur throughout the RTI process as described above. Data analysis will reveal those students who continue to demonstrate achievement that is not at a commensurate pace as their peers. Differentiation will allow these students to become proficient by allowing them to learn the materials in ways that suit their unique needs. The Principal and teachers will assess and review academic data. Analysis will be based upon accomplishment of the academic performance framework and school goals set each year.

Additionally, the following data will be reviewed frequently, formally and informally to inform instruction and building level priorities, and professional development:

• Statewide testing and assessment data
  o Reading
  o Mathematics
  o Science
  o Social Studies
  o On-Demand Writing
• K-Prep data
• ELL data
• Alternate assessment data
• Mindprint data
• Special education data
• Teacher developed summative assessment data
• Curriculum based authentic and performance-based formative assessment data
• Informal assessment data
• AASD data
• Student demographic data
• Local student performance data
• Attendance rate data
• Authorizer compliance data
• Attrition rate data
• Stakeholder data including parent and student survey data
Assessment, demographic, attendance, and all performance data will be reviewed by teachers and the Special Education Teacher along with the Principal. The Board will review all school operations and Principal performance. Teacher performance and outside vendor contracts will be reviewed by the Principal.

Finance
RCA will prepare and participate in the District Financial Audit as required by the State of Kentucky – which will be completed by an independent certified public accountant chosen by the Board. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15. The Principal and Fiscal Officer will assess the school budget and financial audit information in preparation of presentation to the Board. The Board will assess the overall financial health of the school as well as school operations, and Principal performance.

RCA will continue to investigate and refine other areas to be reviewed annually and finalize who will be responsible for these reviews. Below are the additional areas (outside of academic and financial):

- KDE and Authorizer Special Education Programmatic Review
- District Payment Review

Operations
As the Board is preparing for all areas of audit/review, discussion around external party consultation is being investigated and determined. Upon approval, the Board and Principal will further meet with subject matter experts during the application and start-up phase of the school to outline required reviews and audits in order to be fully prepared to meet the compliance requirements of the school.

5. Describe what assessments the charter school plans to use and how the charter school shall collect and analyze assessments results.

Assessments as detailed above in the document include the following:

State Required Assessments
Kentucky Performance Rating for Educational Progress (K-PREP)
Alternate K-PREP

Internal Assessments
- Unit Pretests to identify prior knowledge and standards-mastery.
• Authentic and performance-based formative assessments. This includes computer-scored and teacher-scored authentic and performance-based formative quizzes and assessments with practice problem sets, journals, and discussions.

• Summative Assessments. This includes computer-scored and teacher-scored constructed response activities that evaluate the higher level of Depth of Knowledge, as required by the Kentucky Academic Standards.

External Assessments
aimswebPlus
Mindprint

The Principal and leadership team at RCA will use data to support individual students and teachers and to guide the actions of the school and improve the system as a whole. More specifically, they will use data:

• To identify individual student needs and place students in groups, interventions, programs, and classrooms. Student assessment data will be used to monitor overall student progress, to customize learning opportunities for individual students, to place students in small learning groups or short-term intervention programs, to place students in classrooms or academic courses, and to assign them to or exit them from programs such as bilingual or special education programs and programs for gifted and talented students.

• To modify the curriculum and instruction. Data will be used to identify learning objectives that students didn’t learn and that must therefore be retaught, to identify objectives students have mastered, to address gaps in students’ prerequisite knowledge and skills, to modify the sequence of topics, to adjust the amount of time allocated to each topic, and to monitor whether the district’s curriculum is being taught to the desired level of rigor.

• To motivate students and educators. Data will be used to set goals for students, classrooms, and the overall School; to monitor whether these goals have been met; and to recognize individual and group success.

• To coach and supervise teachers and other school personnel. Data will be used to guide discussions among educators, to inform educators of their strengths and assist them with their weaknesses, and to identify individuals for possible promotion or termination.

• To adopt and evaluate program management decisions. Data will be used to pilot new programs and evaluate old ones; to adjust school routines, procedures, and schedules by troubleshooting difficulties with student attendance or behavior; and to examine whether past decisions have had the desired consequences.

• To communicate information to outside audiences. Data can be used to communicate with parents when their children need additional academic or
behavioral assistance and with parents and public audiences about school programs and performance.

The Principal with the assistance of the Dean of Students will annually review schoolwide data. This data (which was outlined above) will be reviewed with the Board and included in a summarized fashion in the School’s Annual Report. Additionally, student specific data will be collected and reviewed monthly in TBT meetings and through the RTI process. This data and the results will be used to discuss curriculum and instructional resource changes that may need to be made per student as well as building-wide. The Principal will meet individually with each teacher to discuss their own results and support them in deciding which standards to re-teach and create an overall action plan for the upcoming weeks of instruction based on the data received from the interim tests. Weekly ongoing progress monitoring will occur for all students on Reading Improvement Monitoring Plans (RIMPs) and interventions will be decided based on individual deficiencies. Progress in reading will be monitored throughout the year and based on growth made, and suggestions for appropriate grade level instruction and placement will be made for the following year. In response to any data trends, the teachers and Principal will adjust student schedules for tutoring, one-to-one instruction, and small group instruction. The data informs the need for spiraling or re-teaching within the unit or pacing guides or curriculum content elimination or addition by classroom/content/grade level.

Board members may request specific analysis at any time and this schedule is subject to change in frequency depended on demand or any corrective action that needs addressed immediately.

6. **Explain how the charter school shall ensure results are valid and reliable.**

RCA will ensure assessment results are valid and reliable by selecting assessments, such as aimswebPlus and Mindprint. aimswebPlus is nationally normed, with appropriate psychometric studies, with substantial student populations so as to be deemed valid and reliable. In conjunction with nationally normed and standardized assessments, RCA will rely heavily on authentic and performance-based assessment to ensure a longitudinal record of progress and achievement is collected and assessed for every student. These assessments, both formative and summative, will demonstrate that assessment result are reliable by proving students’ ability to apply the knowledge they demonstrate in other standardized assessments.

To further ensure valid and reliable assessment data, RCA will provide initial and ongoing professional development around assessment administration to ensure that proper administration protocols are followed.
It is RCA’s goal to have a guaranteed and viable curriculum, focused on enhancing student learning. Guaranteed means that all teachers will be aware of the content they are responsible for teaching and are, in fact, teaching that content (standards).

We believe that this approach will ensure that every student has the opportunity to learn the grade and subject appropriate content on which they will be assessed. The RCA Principal will annually review in detail to ensure these goals are being met and the results are accurate:

- The school curriculum and accompanying assessments adhere to state standards;
- The school curriculum is focused enough that it can be adequately addressed in the time available to teachers;
- All students have the opportunity to learn the critical content of the curriculum;
- Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level;
- Data is analyzed, interpreted, and used to regularly monitored progress towards school achievement goals; and,
- Appropriate school and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

7. **Identify who shall be responsible for administering assessments and collecting and analyzing the results.**

Teachers will have the responsibility at RCA to administer formative, summative assessments and alternate assessments. All office staff (i.e. teachers, dean, office manager, secretary, and/or aides etc.) will have the responsibility to conduct portfolio assessments and completion of subject matter goals.

The Principal will ultimately be responsible for the records and will ensure that keeping accurate records and data occurs on a day-to-day basis. They will also be tasked with the final collection and analysis – although in line with the RCA model; the entire team will be actively engaged in this process.

8. **Explain how the following charter school community shareholders shall have access to and be able to use assessment results:**
   a. Teachers;
   b. School leaders;
   c. The charter school’s board of directors; and
   d. Students and parents or persons with custody or charge.
Testing results will be available, minimally twice a year for aimswebPlus assessments. These results will be emailed to parents, and overall scores will be posted on the RCA website. The data analysis will also include a side by side comparison with the neighboring districts.

Data will also be reviewed with the Board during their monthly meetings. There will be an academic section included on the agenda – and it will be expectation that the Principal and Dean of Students thoroughly review all aspects of academic performance. As stated herein, the teacher based teams (TBTs) will meet bi-weekly and will meet with the building leader team (BLT) including the Principal, Dean of Students, Special Education Teacher and others (if necessary) to review overall school data as well as individual student needs.

6. **Describe how the charter school shall inform parents, persons with custody or charge, and students about academic achievement and progress including the timing, frequency, and nature of the feedback.**

While aimswebPlus testing results will be available twice a year, the school will distribute quarterly report cards to parents. Parent teacher conferences will also be held to allow one on one discussions between the student’s parent and teacher. Annual performance will be emailed to parents, and overall scores will be posted on the RCA website. The data analysis will also include a side by side comparison with the neighboring districts.

7. **Describe how the charter school’s technology structure or plan shall aid in general communication with students, parents, and persons with custody or charge.**

RCA will communicate with students, parents, and persons with custody via mass texting and emails. The school will distribute electronically a regular school newsletter and will collaborate with local media channels to share closure information. In addition, RCA will utilize an online gradebook and utilize ClassDojo – both of which can easily be shared with all interested parties. ClassDojo is an online communication app for the classroom. Teachers, parents, and students use it to share photos, videos, and messages through the school day. ClassDojo also allows everyone to work together as a team since teachers and students can share in the classroom experience, and extend those experiences into the homes. Teachers communicate with parents about positive behaviors and student names are instantly recognizable in the classroom when positive reinforcement is provided. Teachers also utilize ClassDojo through their phones. The School will have an online presence via an interactive website, classroom blogs, and consistent email communications.

I. **Food Services**
1. Provide a description of the breakfast and lunch food services to be provided to students attending the charter school and whether the charter school shall be participating in the breakfast and lunch programs under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) through the district, separately, or not at all.

RCA will institute a Farm to School Program see Attachment K Farm to School Program, in accordance and in compliance with SBO and NSLP requirements. Farm to School programs connect schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers.

Through the Farm to School program, RCA will buy and feature farm fresh foods such as fruits, vegetables, eggs, honey, meat and beans; incorporate nutrition and agriculture-based curricula; and provide students experiential learning opportunities through farm visits, gardening and recycling programs. Farmers have access to new markets through schools and connect to their community through local procurement opportunities and student educational programs.

Farm to School is a comprehensive strategy that extends beyond farm fresh salad bars and local foods in cafeterias. The programs support a “3-C” Farm to School approach, which integrates the Classroom, Cafeteria, and the Community.

In the Classroom
RCA will offer guidance around standards-based farm, food, and nutrition curriculum. Farm to School education will provides a real-life context for learning across all disciplines—science, math, art, language arts, foreign languages, and more. Engaging students in hands-on opportunities, such as planting school gardens, cooking food from scratch, and visiting local farms, establishes meaningful connections to the curriculum and will deepen student understanding.

In the Cafeteria
Each year more than 30 million children in the United States participate in the National School Lunch Program. In Kentucky alone, over 15 million school meals are served annually. If school lunch can be produced and consumed sustainably, be highly nutritious, taste great, and support the local economy, it is a win-win for everyone! RCA’s farm to school program will strive to show that school nutrition and the cafeteria is integral to the school day and the education of the whole student. This will be done by incorporating local
and seasonal foods into school meals, building expertise in school nutrition staff through professional development, reducing waste, and making nutritious food accessible to all students. Activities like taste tests and cooking lessons introduce students to new foods and empower them to make healthy choices that last a lifetime.

**In the Community**
Farm to School will strengthen the community and local economy. Students will learn about their connections to food and farms and develop leadership skills. Farmers will develop relationships with RCA and other local institutions that can help them expand their markets. Activities like community dinners, service learning, fundraisers, and harvest festivals will involve the whole community in the local food culture.

We believe that when students learn where their food comes from through experiential food and farm education, they are more likely to consume fresh, healthy foods, and establish healthy and sustainable eating habits that spread to families and communities. School meals are a major source of nourishment for schoolchildren, so RCA believes it is imperative that these meals include as much fresh, safe, and healthy food as possible.

2. **If not operating the NSLP and SBP, provide a detailed description of how the school meals shall be provided;**

RCA will provide a NSLP and SBP as outlined above.

3. **Provide a detailed description of how the charter school shall distribute, collect and record (ensuring confidentiality) the USDA forms if participating in the USDA meal programs.**

To ensure uniform implementation of the National School Lunch and Breakfast program, RCA will work with a provider experienced in the NSLP requirements. Healthy School Food Collaborative is experienced in this area and will assist RCA in doing the following:

- Collect parent/guardian completed lunch program forms and serve meals free or at a reduced rate to children from families whose income is at or below the required amounts.
- Provide benefits to children from families who are experiencing strike, layoff, and unemployment which cause the family income to fall below the criteria mentioned above.
- Provide the Income Eligibility Application and other materials in appropriate languages available on the United States Department of Agriculture website.  

• Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price for a meal. The names of children eligible to receive free or reduced meals will not be published, posted, or announced in any manner and there will be no overt identification of any other means. Children eligible for free or reduced meals will not be required to:
  o Work for their meals or milk
  o Use a separate lunchroom
  o Go through a separate serving line
  o Enter the lunchroom through a separate entrance
  o Eat meals at different times
  o Eat a meal different from the other sold to children paying full price

• Designate the School Principal to review applications and make final determination of eligibility. This official will use the criteria outlined in law to determine which individual children are eligible for free or reduced priced meals.

• Provide and develop and send an Eligibility Notification Letter to the child’s parents/guardians participating in the direct certification process as part of the National School Lunch and Breakfast Program, including the form for free or reduced lunches at the beginning of each school year and whenever there is a change in eligibility criteria.

• Maintain confidentiality of lunch program applications and documentation of action taken for six years after the end of the school year to which they pertain.

• Accept applications at any time during the year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be supplied with such documents. If a child transfers from one school to another under the jurisdiction of the same school food authority, his/her eligibility for a free or reduced-price meal will be transferred to and honored by the receiving school. The first approving school must maintain some record of its decision as substantiating evidence for meals claimed before the child was transferred.

• Notify parents of application process, approval and denial and insure all children from a family will receive the same benefits.

• Submit to the Kentucky Department of Education, Division of Food and Nutrition Services, any alterations, public announcements, etc., prior to implementation, if required. Such changes will be effective only upon approval. All changes in eligibility criteria will be publicly announced in the same manner used at the beginning of the school year.

• Establish a procedure that will assure that no child will be made aware of the identity of children receiving free or reduced-price meals at the time that the money for meals is collected, or at the time the meal is served. To protect the anonymity of all children receiving free or reduced-price meals, RCA will utilize the point-of-sale system for all sales.
• Provide a substitute meal to any child who has been determined by a doctor to be disabled if the disability would prevent the child from eating the regular school meal. If a substitution is needed, there will be no extra charge for the meal.
• Confirm that an approved and/or denied application is on file with the school for every student who is eligible for free or reduced priced meals or has been denied eligibility.

4. **Provide a detailed description of how the charter school shall work with students who are overdue on lunch charges and accommodate students who have no breakfast or lunch or means to purchase that day.**

See [Attachment L Meal Charge Procedures](#) that outline how RCA will work with students who are overdue on lunch charges.

5. **Provide information as to whether the applicant shall be seeking eligibility of the charter school for the community eligibility provision (CEP) under the NSLP and offering meals at no charge to all students in schools that qualify for the CEP.**

RCA will be seeking eligibility of the community eligibility provisions (CEP) under the NSLP.

6. **Provide a detailed description of how the charter school shall accommodate students with food allergies or special dietary needs.**

Teachers at RCA will take care to protect students with food allergies in the classroom. A food allergy policy will be Board approved and the school will establish procedures to comply with policy requirements. The food allergy questions are a part of the school enrollment form.
IV. Operations Plan & Capacity

 Governance

A. Legal Status and Governing Documents

1. Describe the proposed charter school’s legal status, including non-profit status and any federal tax-exempt status. Submit Articles of Incorporation or other articles of organization, proof of non-profit status and any tax exempt status (e.g., Internal Revenue Service (IRS) Determination Letter 947), or copies of the filings for the preceding items (e.g., IRS Notice 3367), proof that all business entities, that are within the applicant or that have a designee in the applicant or are on the proposed charter school board of directors or have a designee on the proposed charter school board of directors, are authorized to do business and in good standing in the Commonwealth of Kentucky pursuant to KRS Chapter 14A, and any governing documents already adopted, such as board policies, in Attachment 13.

   River Cities Academy is a Kentucky non-profit corporation that has been designated a Federal Nonprofit with 501c3 status see Attachment 13 Non-Profit Articles of and 501c3 Determination Letter.

   2. Submit, as Attachment 14, the completed and signed Statement of Assurances.

   See Attachment 14 RCA Statement of Assurances.

B. Organization Charts

Submit, as Attachment 15, organization charts that show the charter school governance, management, and staffing structure in:

   c. Year 1;
   d. Successive years of the charter term, if different from Year 1; and
   e. At full build-out, if different from a. or b.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the charter school board of directors, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that shall play a role in managing the charter school. The organization charts should also document clear lines of authority and reporting within the charter school.

RCA Organizational charts showing clear reporting lines are included as Attachment 15 Organizational Charts.
If the applicant is seeking approval of multiple charter schools, proposing to replicate a school or school model, proposing to operate multiple schools, or intends to contract with a third-party education service provider (ESP) or a partner that is not an ESP, the applicant is required to complete the Application Addendum. An ESP is defined in KRS 160.1590(8) as “an education management organization, school design provider, or any other partner entity with which a public charter school contracts for educational design, implementation, or comprehensive management.”

N/A

C. Charter School Board of Directors

Provide as Attachment 15 any documentation of the following, if applicable:

1. Explain the governance philosophy that shall guide the charter school board of directors, including the nature and extent of involvement by key charter school community shareholder groups.

The River Cities Academy (RCA) Board philosophy is that the governance of the school will be site-based governance and is set up to support and challenge the Principal and the teachers. See Attachment 15a Board Governance Philosophy. The overriding principle for both the Board and the committees is that these bodies ask the questions and provide advice, holding the Principal accountable for results. The Board and committees do not make program-level decisions. These bodies focus on the “ends”, not the “means”. RCA will start with 3 committees: Finance, Governance and Academic Excellence.

2. Describe the governance structure of the proposed charter school, including the primary roles of the charter school board of directors and how it shall interact with the principal/school leader and any advisory bodies. Include the lines of authority and reporting within this governance structure.

RCA will use a Board and committee structure to govern operations. The bylaws state that RCA may have between 3 and 15 Board members. At start up, the Board will be comprised of at least seven people (including two parents of RCA students and, collectively, expertise in leadership, facilities, education, curriculum and instruction, law, and finance) with 3 subcommittees. The Board and committees will have a balance of experts, parents of RCA parents, teachers and community members. No paid employees of RCA will be on the Board of Directors. The three initial committees will be: Finance, Governance and Academic Excellence. The Board will serve three-year terms. Partial rotation will occur every year - with 2 rotating out in year 1, 2 rotating out in year 2 and 3 rotating out in year 3, with this tempo continuing each year changing 2, 2 and then 3. (see chart included on IV, Section C, point 14). Post authorization and incorporation, the full Board will be identified and will be consistent with requirements outlined in KRS 160.
None of the Board Members have conflicts of interest, relationships with management organizations, relationships with family members who are applying to or are employed by the public charter school or have other business dealings with the school. Post authorization, we shall make these declarations available online through the authorizer.

The RCA Board of Directors and school leadership and staff have very clear lines of reporting. The Board carries ultimate authority over the school and the Principal reports up to the Board. The school staff organizational chart is included in **Attachment 15 Organizational Charts**. RCA believes that while a student-centered and teacher-empowered school enables onsite staff to make appropriate academic choices for students, incorporating a direct reporting structure eliminates confusion and allows the board to hold the Principal accountable for the overall performance of the school.

3. **Describe the size, current and desired composition, powers, and duties of the charter school board of directors.**

The RCA Bylaws state that the Board may have between 3 and 15 members. The Founding Board has recently been pleased to add its seventh member, Jillian Stashak who brings a wealth of experience and expertise as a classroom teacher, educational leader and areas of curriculum and instruction. The RCA Board will start with 7 positions (including 2 parents of RCA students and, collectively, expertise in leadership, facilities, education, curriculum and instruction, law, and finance) with 3 subcommittees. The Board and committees will have a balance of experts, parents of RCA students, teachers and community members. No paid employees of RCA will be on the Board of Directors.

4. **Identify key skills, areas of expertise, and constituencies that shall be represented on the charter school board of directors.**

All Board members live and/or work in the target area. They are familiar with the communities and the need for an alternative education model in all six River Cities. Ian Maloney is a resident of Newport, KY, the target area to be served and a graduate of Northern Kentucky University. Evelyn Pence is a resident and business owner in Newport, KY, the target area. She also attended Northern Kentucky University. Lynn Schaber is a business owner in Newport, KY and executive who has worked in the community for a significant number of years. Sarah Strauss is a resident of Ft. Thomas, the target community and her nonprofit company, CrossFit Hustle and Muscle, operates in the Ft. Thomas Middle School for 6th through 8th graders. Sabrina Tinkler is a resident of Newport, KY and learning consultant who is working in the surrounding community as a banking and relationship manager expert. Jeff Weghorst is a resident of Newport, KY, who is working in
the community as a retail executive, and the most recent addition to the Board is Jillian Stashak who brings early childhood education experience including classroom teaching experience, mentoring and curriculum and instruction expertise.

5. Explain how the charter school board of directors, and this governance structure and composition shall help ensure that:
   a. The charter school shall be an educational and operational success by holding students to high learning outcomes; ensuring that there is a demand for the charter school and by assessing the charter school’s effectiveness and financial and operational solvency, stability, and sustainability;

The RCA Board of Directors takes its role seriously. The responsibility of governing an effective charter school is no small task. The Board will require monthly reporting on operations, finance and academic performance. The Board will work to ensure community engagement and parent satisfaction is at the forefront of discussions surrounding student performance and successes.

   b. The charter school board of directors shall evaluate the success of the charter school leader and school staff in meeting the goals of the charter school; and

In addition to regular monthly public Board meetings, the Board will conduct an annual assessment of the Principal and the Principal will evaluate all teachers. These assessment tools are included in the application as Attachment 20 Administrator Performance Review Template and Attachment 21 Teacher Performance Review Template, as well as a Board self-assessment. Adjustments in priorities and/or corrective action plans will be addressed and monitored annually as beneficial to work toward school improvement.

   c. There shall be active and effective representation of key charter school community shareholder groups, including parents, persons with custody or charge, adult students, and emancipated youth students.

At start up, the Board will be comprised of seven people (including two parents of RCA students and, collectively, expertise in leadership, facilities, education, curriculum and instruction, law, and finance) with 3 subcommittees. The Board and committees will have a balance of experts, parents of RCA students, teachers and community members. The three initial committees will be: Finance, Governance and Academic Excellence. The full Board will be identified and will be consistent with requirements outlined in KRS 160.

6. List all current and identified board members and their intended roles.
• Lynn Schaber, Founder, President, The Strategy Store, LLC, Lead Applicant, RCA Board Chair. Mrs. Schaber holds her MBA in Finance from the Schulich School of Business at York University in Toronto, Canada. After 25 years in the corporate world with Procter & Gamble and Kao, she retired to spend more time at home and focus on her family. She is very involved with volunteer work in the community and in 2015 Mrs. Schaber received the “Volunteer of the Year” award from the Newport Business Association. She has one school-age child. (Administration, Performance Management, Parent and Community Engagement)

• Evelyn Pence, Owner, Evelyn Pence Illustration, Second Applicant, RCA Board Secretary. Mrs. Pence has a Masters of Fine Arts in Medical & Biological Illustration from the University of Michigan and is a professional medical illustrator. She owns her own business and has maintained a strong client base since opening her studio in 2003. Mrs. Pence is the mother of two school-age children. (Parent and Community Engagement; Administration)

• Sabrina Tinkler, Corporate Onboarding & Relocation Manager, Fifth Third Bankcorp, RCA Board Vice Chair. Mrs. Tinkler holds her Bachelor of Science in Management from the University of South Florida. She has 22 years of experience in the Banking industry where she has been focused in the areas of learning/skill development and more recently relocation with Fifth Third Bankcorp in Cincinnati Ohio. She is the mother of two school age children. (Administration, Finance, Performance Management)

• Sarah Strauss, Owner, Crossfit Hustle and Muscle, General Manager, Performance Processing, LLC, RCA Board Treasurer. Mrs. Strauss has her BA from Skidmore College in Saratoga Springs NY. After graduation Sarah spent ten years developing an expertise in the financial industry and now has her own business (Upside Solutions LLC) - a consulting agency for financial institutions. Sarah is a Mom of two school-age children and holds various volunteer positions in the community. (Parent and Community Engagement; Finance; Administration)

• Ian Maloney, Accountant, Blue & Co., LLC, RCA Board Member. Mr. Maloney holds two Master's degrees – one Master of Science in Criminal Justice from the University of Cincinnati and one Master of Accountancy from Northern Kentucky University. After over 6 years working as a social worker focused on substance use assessments and disorders, Mr. Maloney made a career switch and is now a CPA and Advisor at Blue & Co in Cincinnati, Ohio. He has held numerous volunteer Board and Committee positions and has one child who is currently a toddler. (Administration, Finance, Performance Management)

• Jeff Weghorst, Director, Enterprise Strategy, 84.51, RCA Board Member. Mr. Weghorst is a graduate of the University of Notre Dame and holds an MBA from Miami University (Ohio). With over 22 years of experience in the field of retail analytics, ranging from price/promotion optimization to product assortment evaluation, Mr. Weghorst is an expert in the field, leading teams at both ACNielsen and 84.51° (A Division of Kroger). In addition, he is very involved in community, recently leading a sub-team on education as part of an overall city initiative called
ReNewport. He has three school-age children. (Parent and Community Engagement, Education, Administration, Performance Management)

- Jillian Stashak, Homeschool curriculum Advisor, and RCA Board Member. Ms. Stashak holds a bachelor’s degree in human development and family studies from Colorado State, with endorsement in early childhood education programming. She holds Early Childhood Teaching Certificates in both Colorado and Florida. Ms. Stashak has extensive experience in direct instruction, project-based learning, and designing and leading lesson plans. She has supervised and mentored school support teams including assistants, practicum students, college interns and student teachers.

7. **Summarize members’ interests in and qualifications for serving on the charter school’s board.**

As stated immediately above in question #6 and Section L. Educational Program Capacity, and at the beginning of the Application, the RCA Board of Directors is comprised of interested parents and community members with experience and expertise to serve on the Board and effectively govern the school.

8. **In Attachment 16 provide a completed and signed Board Member Information Sheet and Agreement, an agreement created to stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. Include resumes (if a board member’s resume is attached elsewhere in this application, state so on the Board Member Information Sheet and Agreement).**

See Attachment 16 Board Member Information Sheet.

9. **If the current applicant does not include the initial board of directors, explain how and when the transition to the formal board of directors shall take place.**

N/A

10. **If this application is being submitted by an existing non-profit organization, respond to the following:**

a. Shall the existing non-profit board govern the charter school, or has the charter school formed a new non-profit corporation governed by a separate board?

b. If the non-profit’s current board shall govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties and meet the requirements of KRS 160.1592 and 701 KAR 8:020?
c. Describe the plan and timeline for completing the transition and orienting the board to its new duties. 

d. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit’s board shall be.

N/A

11. Explain the procedure by which board members have been and shall be selected. How often shall the board meet? Discuss the plans for any committee structure.

The Board Bylaws state that RCA may have between 3 and 15 Board members. At startup, the Board will be comprised of 7 people (including 2 parents of RCA students and, collectively, expertise in leadership, facilities, education, curriculum and instruction, law, and finance) with 3 subcommittees. The three initial committees will be: Finance, Governance and Academic Excellence. The Board will serve three-year terms. Partial rotation will occur every year - with 2 rotating out in year 1, 2 rotating out in year 2 and 3 rotating out in year 3, with this tempo continuing each year changing 2, 2 and then 3. Post authorization and incorporation, the full Board will be identified and will be consistent with requirements outlined in KRS 160. See Attachment 17a Bylaws for board approved governance procedures.

12. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 17, the board’s proposed Code of Ethics and Conflict of Interest policy. Include in the Code of Ethics and Conflict of Interest policy a code of ethics for the charter school setting forth the standards of conduct expected of its charter school board of directors, officers, and employees.

See Attachment 17 Conflict of Interest Policy.

13. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the charter school board of directors shall take to avoid any actual conflicts and to mitigate perceived conflicts.

None of the RCA Board Members have conflicts of interest, relationships with management organizations, relationships with family members who are applying to or are employed by the public charter school or have other business dealings with the school. The Board of Directors has adopted the Code of Ethics and Conflict of Interest Policy as referenced in Attachment 17. Post authorization, we shall make these declarations available online through the authorizer.
14. Describe plans for increasing the capacity of the governing board.
   a. How shall the board expand and develop over time?
   b. How and on what timeline shall new members be recruited and added, and how shall vacancies be filled?
   c. What are the priorities for recruitment of additional board members?
   d. What kinds of orientation or training shall new board members receive, and what kinds of ongoing development shall existing board members receive?

   The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there shall be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

   Processes for recruitment, and orientation see Attachment M Board Recruitment and Orientation Policy. The RCA Board Bylaws says that the Board will be between 3-15 members. The Board currently consists of seven members who will each serve membership as stated herein. Partial rotation will occur every year - with 2 rotating out in year 1, 2 rotating out in year 2 and 3 rotating out in year 3, with this tempo continuing each year changing 2, 2 and then 3 (see chart below.)

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Post authorization and incorporation, the full Board will be identified and will be consistent with requirements outlined in KRS 160. See Attachment 17a Bylaws for board approved governance procedures.

15. Describe the process by which the charter school shall resolve any disputes with the authorizer.

The RCA Board of Directors will follow the dispute resolution procedure that will be required by the authorizer contract. If there is a dispute with the authorizer, the RCA Board will consult with counsel to ensure the proper process is followed.

D. Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

RCA does not have any advisory bodies or councils outside of the subcommittees that were outlined above.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents or persons with custody or charge, students, and teachers (if applicable); and the reporting structure as it relates to the charter school’s governing body and leadership.

RCA does not have any advisory bodies or councils outside of the subcommittees which were outlined above.

E. Grievance Process

Explain the process that the charter school shall follow should a parent or person with custody or charge or student have an objection to a charter school board of directors’ policy, procedure, protocol, decision, or practice at the charter school.

RCA takes great pride in having an open-door policy to discuss grievances. Please see Attachment N Grievance Procedures for more information on this topic.

Staffing

F. Staff Structure
1. Provide, as Attachment 18, a complete staffing chart for the charter school for the first year and each year of the contract term. The staffing chart and accompanying notes or roster should identify the following:
   a. Year 1 positions, as well as positions to be added in future years;
   b. Administrative, instructional, and non-instructional personnel;
   c. The number of classroom teachers, paraprofessionals, and specialty teachers;
   d. Operational and support staff; and
   e. The duties and responsibilities of each staff member.

2. Explain the plan for the relationship between the charter school's senior administrative team and the rest of the staff to be managed. Note the teacher-student ratio, as well as the ratio of total staff to students for the charter school.

Attachment 18 School Staffing Charts include the school staffing charts by year. The student to teacher ratio is expected to be no higher than 1:18. All teaching staff, Dean of Students, and the Office Manager will report to the Principal. The Nutrition Team will report to the Office Manager. The Teacher Aids will report to the Teachers. The Special Education Aid will report to the Special Education Teacher.

G. Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that shall exist between the proposed charter school and its employees, including whether the employees shall be at-will and whether the charter school shall use employment contracts. If the charter school shall use contracts, explain the nature and purpose of the contracts.

All qualified personnel will be required to sign a written contract with River Cities Academy, excluding substitute teachers working on less than a full-time basis. All regular full-time and part-time classified employees also shall receive a contract.

2. Provide, as Attachment 19, any personnel policies or an employee manual, if developed, and job descriptions. See Attachment 19 Employee Manual/Job Descriptions.

Attachment 19 Employee Manual includes the River Cities Academy employee manual for 2020-2021. The detailed job descriptions for the school are included in Attachment 12.

3. Outline the charter school's proposed salary ranges and employment benefits for all employees as well as any incentives or reward structures that may be part of the compensation system.
Salaries are commensurate with experience and comparable to NKY and Newport salaried teacher ranges as included in the budget.

**Benefits**
Eligible employees will be provided a wide range of benefits including medical, dental, and vision coverage. A number of the programs (such as State Teachers and School Employee Retirement, state disability, and unemployment insurance) cover eligible employees in the manner prescribed by law. The eligibility of an employee for specific benefits will be listed in a benefit plan document. Elected benefits, if appropriately requested, will be effective after thirty-one (31) days of employment.

4. **Describe the charter school’s strategy, plans, and timeline for recruiting and hiring the teaching staff, including the charter school’s plan for hiring effective staff.**

**Explain other key selection criteria and any special considerations relevant to the charter school’s school design and describe how the charter school’s job descriptions and hiring practices support the charter school in fulfilling its goals and mission.**

To fulfill the mission statement, RCA must attract passionate and Highly Qualified Teachers (HQTs) and leaders. Recruitment efforts and hiring practices will focus on employing local teachers as well as instructors from within and outside of the area who can provide different, fresh, and innovative ideas and believe in the school mission, vision and goals. The recruitment campaign will begin in February of the opening school year so that all teachers can be in place by July for training. The school will engage in the search for experienced and Highly Qualified Teachers through clear job descriptions and avenues such as Job and Career Fairs, online searches and recruiting methods, partnerships with local colleges and universities, and through word of mouth from our Board members and partner organizations. The school will utilize community organizations, minority civic and professional groups, and diverse media outlets to engage staffing applicants that reflect the minority population of the students. RCA will work with the social service agencies, community development organizations, and the education department of local colleges/universities to assist the school in achieving a diverse staff that reflect the demographic profile of the students.

To retain high quality personnel, the school is committed to utilizing professional development programs that are appropriate for our model of teaching. These meetings focus on best practices and integration of strategies for students who are not meeting expectations. RCA will look to guarantee the quality of teachers in each of its classrooms through regular formal and informal personnel reviews.
All staff members will be hired at competitive salaries with the opportunity to participate in a sound health insurance program and make contributions to a state retirement fund. Staff members are also encouraged to maintain open lines of communication with the building administration. The school will practice an open-door policy where the building leadership avail themselves to staff to discuss any suggestions or concerns that could help improve the school and its students. To prevent “ineffective teachers,” throughout the school year, instructional staff will be engaged in Professional Development activities focused around our instructional methods, data driven decisions based upon formative and summative assessments, and Response to Intervention team. The regular teacher-based team meetings and Response-to-Intervention meetings serve as professional development as well. Teachers will engage in leadership opportunities throughout the building in order to promote commitment to the school and the students. The school will provide early hiring timelines to help assure effective and qualified teachers are hired.

5. **Outline the charter school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

RCA will provide equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, parental status, family medical history or genetic information, political affiliation, military service, or other non-merit based factors. These protections extend to all management practices and decisions, including recruitment and hiring practices, appraisal systems, promotions, and training and career development programs. In addition to federal law requirements, RCA complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

A qualified teacher will be hired if they possess a current teaching certificate as issued by the Education Professional Standards Board. All employees will also be interviewed for their position and the all-around most qualified candidate(s), as determined by River Cities Academy, will be offered the position. All applicants, employees, and student teachers will undergo a background check as required by law.

New hires and student teachers with the school must have a letter from the Cabinet for Health and Family Services documenting the individual does not have a substantiated finding of child abuse or neglect.

An employee shall report to the Board if the Cabinet for Health and Family Services has substantiated an allegation of abuse or neglect of a child by said employee, and if the
employee has waived the right to appeal such a substantiated finding or the finding has been upheld upon appeal.

In the process of hiring, qualified candidates will be screened by a building level team that typically includes the Principal, Dean of Students and a similar content area instructor, if possible/applicable. Candidates will be interviewed and evaluated using a common interview questionnaire and the individual results of the interview team will be compared. Candidates will be asked to provide references upon interviewing, which may be contacted for further input either before or after the first formal interview. Before offering a position to a candidate, likely hires will be asked to tour the building and shadow for at least one academic session. This real-time interaction better ensures that the candidate is a good fit for the position as the candidate can examine how the school operates while the leadership team can observe how the candidate interacts with students and other staff. Candidates and hires will be evaluated to determine if they can adequately meet the requirements of the position outlined in the above sections.

RCA will implement a set process for dismissing school personnel as outlined in the Employee Handbook. However, certain actions may be grounds for disciplinary action even if not specifically mentioned in the book. RCA will investigate an occurrence of alleged misconduct by an employee and determine the appropriate level of discipline based upon the specific facts presented. If an employee engages in conduct while off-duty and not at RCA, RCA may nonetheless discipline the employee, up to and including discharge, if the conduct causes unfavorable publicity to RCA, impairs the credibility of the employee to perform the employee’s job, or is otherwise connected to RCA. We are committed to ensuring fair treatment of all employees and in making prompt, uniform, and impartial decisions regarding disciplinary actions. The primary goals of disciplinary action are to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment. Each step will be documented and placed in the employee’s confidential personnel file. RCA recognizes that certain employee problems or misconduct are serious enough to justify a suspension or termination of employment without going through the usual progressive discipline steps.

RCA is an Equal Opportunity Employer and will not discriminate on the basis of age, color, disability, race, national origin, religion, sex, or genetic information, as required by law. Reasonable accommodation for individuals with disabilities will be made as required
by law. If considerations of sex, age or disability have a bona fide relationship to the unique requirements of a particular job or if there are federal or state legal requirements that apply, then sex, age or disability may be taken into account as a bona fide occupational qualification, provided such consideration is consistent with governing law.

Harassment and Discrimination
RCA intends that employees have a safe and orderly work environment in which to do their jobs. Therefore, the Board does not condone and will not tolerate harassment of or discrimination against employees, students, or visitors to the school, or any act prohibited by Board policy that disrupts the work place or the educational process and/or keeps employees from doing their jobs.

Any employee who believes that he or she, or any other employee, student, or visitor to the school, is being or has been subjected to harassment or discrimination shall bring the matter to the attention of his/her Principal/immediate supervisor or other individual as required by Board policy. The Board will investigate any such concerns promptly and confidentially.

No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning River Cities Academy’s position prohibiting harassment/discrimination, assistance in reporting and responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the Board’s policies and related procedures. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report.

6. **Explain how, and how frequently, the school leader shall be supported, developed, and evaluated each school year. Provide, in Attachment 20, any leadership evaluation tool(s) that have already been developed.**

The Principal will be evaluated annually by the Board. See **Attachment 20 Administrator Performance Review Template**. RCA will also utilize as needed evaluation tools and recommended resources found in the Educator Development and Equity section of the Kentucky Department of Education website.

7. **Explain how, and how frequently, teachers shall be supported, developed, and evaluated each school year. Provide, in Attachment 21, any teacher evaluation tool(s) that already exist for the charter school. Teachers are evaluated annually by the Principal.**
The evaluation form is included in Attachment 21 Teacher Performance Review Template. RCA will also utilize as needed evaluation tools and recommended resources found in the Educator Development and Equity section of the Kentucky Department of Education website.

RCA has the philosophy that it is a human capital organization empowering teachers to make a difference in the lives of children. The overriding principle of being a student-centered teacher-empowered school means that teachers take responsibility for their own actions, their own performance and their results. This means that the performance review session will be a shared responsibility between the teacher and the principal. Ongoing feedback and observations are a part of the culture and as a result, there should be no surprises during the official performance review. The evaluation process exists to help the teacher, and school, grow and learn. Our concept is that employees are happy if they are:

i) contributing/making a difference;
ii) part of a strong team and;
iii) learning.

The performance review system is paramount to ensuring this happens. The process will incorporate:

i) discussion
ii) reflection;
iii) coaching and;
iv) action steps.

The principal is responsible to ensure the evaluations at the school site are completed in a timely manner. Both the teacher and the principal will complete the process together and agree upon the final product. All efforts will be made to keep the process simple, informative and dynamic. The official evaluation will take place once per year in May, however the learning process – through observations, meetings, feedback (peer, boss, children, parent, Board, community, etc.) and self-reflection, will be continuous. The principles apply equally to the leadership and administrators at the school. The data to be used is as follows: i) Observation (Formal and informal); ii) Student Results (the end result of River Cities Academy is top performing children; as such their performance is the ultimate measure of the Teacher’s performance) and; iii) Customer and Peer Feedback.

After data is collected, the teacher and the Principal will meet to review. The power in this meeting is expected to be in the conversation surrounding:

i) points of difference; The overriding principle of being teacher-driven means that teachers take responsibility for their own actions, their own performance and their results. This means that the performance review season will be a shared
responsibility between the teacher and the principle. Ongoing feedback and observations are a part of the culture and as a result, there should be no surprises during the official performance review. The evaluation process exists to help the teacher, and school, grow and learn. Our concept is that employees are happy if they are:

ii) contributing/making a difference;
iii) part of a strong team and;
iv) learning. The performance review system is paramount to ensuring this happens.

The process will incorporate:

i) discussion
ii) reflection;
iii) coaching and;
iv) action steps.

The principal is responsible to ensure the evaluations at the school site are completed in a timely manner. Both the teacher and the principal will compete the process together and agree upon the final product. All efforts will be made to keep the process simple, informative and dynamic. The official evaluation will take place once per year in May, however the learning process – through observations, meetings, feedback (peer, boss, children, parent, Board, community, etc.) and self-reflection, will be continuous. The principles apply equally to the leadership and administrators at the school. The data to be used is as follows:

i) Observation (Formal and informal);
ii) Student Results (the end result of River Cities Academy is top performing children; as such their performance is the ultimate measure of the Teacher’s performance) and;
iii) Customer and Peer Feedback.

After data is collected, the Teacher and the Principal will meet to review. The power in this meeting is expected to be in the conversation surrounding:

i) points of difference;
ii) points of strength to be built upon and;
iii) any areas that will challenge the teacher to learn even more. A final evaluation will be supplied by the Principal and signed by both parties.

When formal (documented) data indicates that a teacher’s performance is not meeting established performance expectations, the principal shall inform the teacher that they will be placed on special evaluation. The principal shall meet with the teacher and explain the
reason(s) for placement on special evaluation. A plan of action to improve performance will include, but is not limited to, the following:

i) Specific objective(s) to be accomplished;

ii) Assistance to be provided;

iii) Time limit for accomplishing objective(s), if appropriate and;

iv) Consequences of not meeting the objective(s), if appropriate.

v) points of strength to be built upon and;

vi) any areas that will challenge the teacher to learn even more. A final evaluation will be supplied by the Principal and signed by both parties.

When formal (documented) data indicates that a teacher’s performance is not meeting established performance expectations, the principal shall inform the teacher that they will be placed on special evaluation. The principal shall meet with the teacher and explain the reason(s) for placement on special evaluation. A plan of action to improve performance will include, but is not limited to, the following:

i) Specific objective(s) to be accomplished;

ii) Assistance to be provided;

iii) Time limit for accomplishing objective(s), if appropriate and;

iv) Consequences of not meeting the objective(s), if appropriate.

8. Explain how the charter school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

When teachers exhibit unsatisfactory performance, they will be provided additional supports through professional development and one-on-one sessions with the Principal. Teachers will be afforded several opportunities to improve performance through corrective action plans based upon set goals and student performance.

The Principal’s performance will be evaluated by the Board who will partner with outside consultants, as beneficial. They will offer professional development and steps to improve performance as deemed necessary to improve performance through corrective action plans based upon set goals and student performance.

Teachers will be dismissed by the Principal at the approval of the Board. The Board will dismiss the Principal if necessary. Teachers, parents, and students will be notified of personnel changes. When turnover occurs, the school will immediately seek replacements as to prevent any lapse in instruction for students and will hire interim personnel until permanent positions are fulfilled.

H. Professional Development
Describe the charter school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

The RCA Principal will be responsible for the development of the professional development plan and the oversight of all professional development activities at the school, securing outside expertise where beneficial and appropriate.

2. Discuss the core components of professional development and how these components shall support effective implementation of the educational program.

Teachers will attend hands-on training workshops that focus on classroom assessments, experiential learning, and case-based teaching methodology. Workshops will be provided that will cover a wide variety of topics relating to the use of technology in the classroom, school culture, unpacking the standards, etc. Other workshops will cover the Reflective Cycle to inform teachers’ self-evaluation and planning strategies. Opportunities will be available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area. Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively, or that have been identified as a desired area of improvement by the teacher. In compliance with Kentucky Law, all teachers will receive training regarding the use of physical restraint and seclusion, and on the prevention, recognition, and reporting or child abuse and neglect.

Professional Development Workshop Sample, Summer 2020:

- Experts from the Partnership for Innovation in Education present on the philosophy
- Workshop on “Understanding by Design”, (Wiggins and McTighe, 2005), starting the actual process of designing the curriculum, “unwrapping” the standards and creating vertical alignment maps
- Continue working on the curriculum mapping with facilitation, defining and designing the Case studies, or project-based curricula by grade level, select materials
- Review previous work with a focus on the project, further defining expectations and aligning standards
- Start creating rubrics for the defined evidence of mastery, giving meaning to what is the expected product for each grade level, clearly articulating mastery
- Continue the work, focus on the beginning weeks of school and the transition students will need to make to be successful in the new learning environment compared to traditional classroom instruction
- Grade band meetings to discuss curriculum implementation, identifying challenges and support systems
• Preparation for parent open house, expectations/explanation of standardized testing programs/teacher evaluation procedures and timelines/ student progress reports

In accordance with RCA’s vision of a student-centered school with a focus on teacher autonomy and personal responsibility, teachers will also be actively involved in their own professional development and the growth of their teaching peers. We recognize that every teacher has a unique background, education, and teaching experience, and RCA’s professional development plan is designed to maximize on this wealth of knowledge. One and a half hours per week will be dedicated to collaborative discussion and the exchange of ideas within a teaching team. As part of RCA’s commitment to innovation and transparency within the greater community, teachers will conduct case studies and research at RCA that will contribute information to the fields of child development and education. Teachers will have opportunities throughout the year to present their findings to their teaching peers, both within the school and in neighboring schools, and this ongoing research is an important characteristic of RCA’s well-rounded professional development plan.

Teachers will be observed regularly by the school leader, dean of students, instructional coaches, and teaching peers. Not only will frequent observations hold teachers accountable for demonstrating reflective change and innovation in the classroom, but these observations will offer another professional development opportunity as teachers receive valuable feedback and suggestions from observers.

In addition, attendance at educational conferences and workshops will be encouraged and will be funded on a case-by-case basis.

3. **Discuss the extent to which professional development shall be conducted internally or externally and shall be individualized or uniform.**

Professional development will consist of internal and external resources. Whereas the Principal and Dean of Students will provide some sessions, we anticipate that many professional development activities will be conducted by external experts. Leaving several open-ended professional development blocks for discussions and trainings that are responsible to current needs, the professional development calendar will be finalized by the Principal prior to the inception of the 2020/2021 school year.

4. **Describe the expected number of days/hours for professional development throughout the school year, and explain how the charter school’s calendar, daily**
schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time shall typically be used.

Teachers will attend weekly seminars, focusing on a wide array of specific continuing education subjects, arranged by the Principal. Six in-service days per year will also be dedicated to school-wide professional development and continuing education. All teachers will attend a workshop on how to meet the needs of a range of learners in their classrooms. Topics during the workshops will include differentiated instruction and 21st Century skills.

All teachers new to RCA will be required to participate in a series of six educational study seminars over the course of their first year of employment. These seminars will focus on best practices and research in the field of education. One hour per week will be dedicated to school-wide professional development blocks, in which all teachers attend seminars that will include:

- Direct training, either from the Principal or teaching peer who has research or knowledge to share, or from an expert facilitator
- Evaluative discussion surrounding pedagogical best practice
- Study groups and improvement teams designed to respond to school-wide challenges

Teachers will be provided with 2.5 hours per week (not included in the annual minimum of 80 hours) of additional planning time that may be used for professional development and collaboration, as necessary. During these 2.5 hours, teachers will:

- Share resources and knowledge from their own diverse educations and experiences
- Challenge each other’s perspectives and ideas to ensure that lessons and teaching strategies are thoughtful and deliberate
- Conduct independent research on child development, educational practice, and case studies in response to the needs and challenges of their students

3. Describe how the professional development program shall be evaluated to assess its effectiveness and success.

The professional development plan will be evaluated twice per year. Success will be indicated by improvements in student achievement or motivation, and in high teacher satisfaction. Twice a year teachers and administrators will complete Kentucky’s Guide For
Evaluating the Impact of Professional Learning\textsuperscript{146} as an additional assessment for the plan. The Principal will also address professional development during employee evaluations as outlined in the Employee Evaluation Handbook, with special attention given to refining the teacher’s innovation and leadership so every teacher can become a catalyst for positive change within the school community.

4. Provide an assurance that the charter school shall meet the Kentucky law staff training requirements regarding the use of physical restraint and seclusion.

In compliance with Kentucky Law, all teachers will receive required training including the use of physical restraint and seclusion, and the prevention, recognition, and reporting or child abuse and neglect.

I. Performance Management

  The authorizer shall evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that shall be incorporated into the charter agreement.

  Pursuant to KRS 160.1596(1)(d)1, the academic performance standards shall be based on federal, state, and school-specific measures and consider:

  a. Student academic proficiency;
  b. Student academic growth;
  c. Achievement gaps in both student proficiency and student growth between student subgroups, including race, sex, socioeconomic status, and areas of exceptionality;
  d. Student attendance;
  e. Student suspensions;
  f. Student withdrawals;
  g. Student exits;
  h. Recurrent enrollment from year to year; and
  i. Postsecondary readiness at the end of grade twelve.

The financial performance and sustainability standards shall be based on standard accounting and industry standards for sound financial operation.

The organizational performance and stewardship standards, including compliance with all applicable statutes, administrative regulations, and terms of the charter contract shall be based primarily on compliance with legal obligations, including fulfillment of the charter school board of directors' fiduciary obligations related to sound governance.

The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance. The proposed indicators shall be consistent with the purposes of KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8 and shall be negotiated with the authorizer. The performance framework shall require the disaggregation of student performance data by subgroups, including race, sex, socioeconomic status, and areas of exceptionality. The authorizer shall be responsible

\textsuperscript{146} https://education.ky.gov/teachers/PD/Documents/Guide%20for%20Evaluating%20the%20Impact%20of%20PL.pdf
for collecting, analyzing, and reporting to the Kentucky Board of Education and the Kentucky Department of Education all state-required assessment and achievement data for each public charter school it oversees.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

1. **Describe any mission-specific educational goals and targets that the charter school shall have. State goals clearly in terms of the measures or assessments the charter school plans to use.**

**English Language Arts**
- By the end of year 2, all students in grade 3 and higher who have been attending RCA for 12 or more months will increase reading/early literacy and writing performance by 10% in Growth as assessed by aimswebPlus. It will be administered 3 times per year, and our 2 year progress will be measured by comparing the first test with the last test in the students’ second year.
- By the end of year 3, all students in grade 3 and higher who have been attending RCA for 12 or more months will increase reading/early literacy and writing performance by 20% in growth as assessed by aimswebPlus.

**Math**
- By the end of year 2, all students in grade 3 and higher who have been attending RCA for 12 or more months will increase mathematic/early numeration performance by 10% in growth as assessed by aimswebPlus. It will be administered 3 times per year, and our 2 year progress will be measured by comparing the first test with the last test in the students’ second year.
- By the end of year 3, all students in grade 3 and higher who have been attending RCA for 12 or more months will increase in math/early numeration reading and writing performance by 20% in growth as assessed by aimswebPlus.

**Other Academic / Performance**
- By the end of year 2, all students in grades 3 and higher who have been attending RCA for 12 or more months will score at least equal to the weighted average 6 River Cities KPREP results for the region.
- By the end of Year 3, all students in grades 3 and higher who have been attending RCA for 12 or more months will score 5% higher than the weighted average 6 River Cities KPREP results for the region.
• 85% of students enrolled on October 1 of the current year will re-enroll and be in attendance on October 1 of the following year. The Student Information System will be utilized as the measuring tool.
• The school will attain an average student daily attendance of 93% in the second year of operation. The Student Information System will be utilized as the measuring tool.
• Teacher attendance will be 90% or better and retention rate will be at least 70% annually.
• 80% of the teachers will strongly agree that the leaders are implementing the mission annually based upon a teacher survey.
• In an annual survey, 75% of families will agree or strongly agree in terms of the positive overall quality of the education at RCA.

2. In addition to all mandatory assessments, identify the primary interim assessments the charter school shall use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the charter school’s curriculum, performance goals, and state standards.

Interim Assessments

• Unit Assessments. Includes Unit-level diagnostic assessments to generate individualized study plans.
• Authentic and performance-based formative assessments. Includes computer-scored quizzes and teachers-scored authentic and performance-based formative assessments with practice problem sets, journals, and discussions.
• Diagnostic Assessments. Includes curriculum pretests to assess student mastery of content.
• Summative Assessments. Includes computer-scored assessments and course assessments with subjective, open-ended, teacher-scored tests.

For the nationally norm referenced test, RCA will utilize aimswebPlus. This is a well-researched resource for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student’s growth to that of students across the country. aimswebPlus is a computer-based adaptive assessment that provides precise and immediate feedback so teachers can pinpoint current student learning needs, personalize instructional planning and promote student engagement. The aimswebPlus assessment will be administered three times per year to RCA students in grades K -8.
Mindprint Assessments. Mindprint is an online, one hour scientifically valid cognitive battery developed at the University of Pennsylvania Perelman School of Medicine. Mindprint identifies areas of giftedness, learning challenges and cognitive strengths so parents and educational specialists can effectively support each child in school and beyond. Understanding how a student learns best is key to improving learning outcomes. Mindprint can be an effective first step in understanding a student’s needs to determine if more in-depth evaluation and supports or necessary. Mindprint can also be an effective choice for teachers to use with students who don’t need a full evaluation, but want to better understand their learning strengths and needs.

3. **Explain how the charter school shall measure and evaluate academic progress – of individual students, student cohorts, and the charter school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.**

Academic progress will be measured and evaluated based upon the collection of data through assessments, the student information systems, and other information. Long term analysis of achievement and progress will occur using such measures as assessments, aimswebPlus assessments, unit exams, teacher created assessments exams, curriculum assessments, and report cards. These measures will allow teachers, leaders and management to identify and respond in real-time to practices that are hindering or ineffectively promoting achievement in route to the larger school goals. In order to support instructors with this initiative, teachers will receive weekly lesson planning time that includes professional development to analyze data and create action plans to differentiate and individualize instruction.

Short-term analysis of achievement and progress will occur via such practices as daily and weekly classroom observations, daily exit slips, classroom quizzes and exams, and progress reports. Teachers will collect data to measure progress over time and submit the information to the Principal, which will be shared with the Dean of Students and Special Education Teacher as needed.

Data will be collected daily and weekly at the classroom level, and every one to two weeks at the school level. This data collection will help to determine the effectiveness of the curriculum. When improvement in student achievement is not occurring, or when it becomes stagnant, the school team will have a concrete starting point to reevaluate those practices in place, identify which components are not contributing to overall student achievement, develop new practices and strategies to implement based upon data collected, and monitor the effectiveness of those newly developed practices and strategies on student achievement.
4. Explain how the charter school shall collect and analyze student academic achievement data, use the data to refine, drive, and continuously improve instruction and student academic achievement, and report the data to the charter school community. Identify the person(s), position(s), and/or entities that shall be responsible and involved in the collection and analysis of assessment data.

The teacher will collect data and it will be analyzed by the teacher and teacher-based teams (TBT) and when necessary, the building level team (BLT) including the Principal, Dean of Students, Special Education Teacher, classroom teacher and aides when appropriate. Data from the assessments outlined in this document will be utilized to evaluate strengths and weaknesses to eliminate the student achievement gaps, and to include the gap details in the performance framework and results from the authentic and performance-based formative assessments. Creation of a learning plan will be critical in the evaluation of set plans, changes and maintaining a rigorous academic plan to decrease achievement gaps.

The teacher-based teams (TBTs) will meet regularly, at least bi-weekly, upon the scoring of the assessments to determine which students will need increased amounts of academic intervention. In response to the data, leaders and teachers, BLTs will meet to determine adjustment of student schedules for beneficial interventions. Additionally, more creative and specific action plans will be written when applicable and needed. The team will use the data to continually monitor the progress and trajectory line for achieving the specified goals by comparing both school-wide and individual student gains. The RCA teaching staff will work diligently to prepare individualized student learning plans and follow or refine them, as needed. Ultimately, the Principal will make recommendations to determine which teachers need additional support and/or instructional coaching. The RCA Principal will work with the Dean of Students to conduct early and persistent evaluation of teacher performance, student progress and engagement in the classroom and school environment.

All teachers will receive Professional Development training aligned to school needs as well as career-based instructional program training during professional development.

5. Identify what staff positions shall be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve instruction and student achievement.

The BLT will work together with the TBTs to collect, interpret and evaluate data. The BLT will include the Principal, Dean of Students, Special Education Teacher and Lead Teachers. The Dean of Students will be instrumental in this process and lead the team. Teachers will be supported by the BLT in evaluating progress and developing next steps.
for instructional practices in the classroom. The Principal will be supported by the Board in analyzing efforts as a whole in the building and developing plans or modifying current plans and practices to meet the academic and achievement needs of students in the building. RCA will be continuously involved in researching best practices to ensure that achievement is on an upward trajectory.

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

Teachers and leaders, as part of their training, will be taught to monitor and evaluate student performance and make connections to practices in the classroom. Teachers will also train to use the Reflective Cycle and Backwards Design to analyze their lessons and practices at each step of the planning process. Teachers will participate in this initial training before school and continue their training throughout the school year via weekly professional development (PD) and workshops. A few of the PD courses that address data performance will include the topics of: 1) formative and summative assessments, 2) data driven instruction, 3) state assessments, 4) aimswebPlus, 5) EL Education, 6) Singapore Math, and 7) Mindprint assessments.

7. **Describe the corrective actions the charter school shall take if it falls short of student academic achievement expectations or goals at the school, classroom, or individual student level and their timeline.**

The results of these assessments will be used to identify underperformance in students that are struggling with proficiency with grade level material and skills. For those students, specific, research-based interventions will be implemented in the classroom and/or school. Teachers will be able to access resources in addition to the curriculum to implement in the classroom or school wide once approved by the Principal, Dean of Students and Lead Teachers. These interventions will be developed by all instructional staff (including parents where appropriate) including the Special Education Teacher and the Dean of Students in addition to teachers. The Principal and Dean will work with teachers to identify gaps in delivery or in resources in order to make a determination as to whether different or additional instructional resources are needed to improve student performance. These interventions will be monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency (dependent upon the individual student and the interventions being made). RCA believes in a “whatever it takes” approach to increasing student achievement, and ultimately, teachers, school leaders, parents, and students will work together as a collaborative team to identify the best intervention strategies for each individual student.
If data is unacceptable at one grade level/class/school, the classroom/content/grade level plans and changes that focus on instruction and use of resources will be monitored by the Principal during check in meetings with teachers. For interventions that are determined to be ineffective for “at risk” students, intervention strategies will be intensified for students and Special Education may be recommended. If data is poor across the school in a particular content or grade level, then resources, materials, pacing guides, assessments and strategies will be reviewed for alignment, rigor and implementation by the Principal. If the data is unacceptable across the entire school, then school leadership will be provided coaching by the Board with weekly check-ins for monitoring. Additionally, for school wide underperformance, adjustments to the curriculum will be considered.

8. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Continual assessments will allow corrective actions to be administered for each student efficiently and in real time. Changes in the student test and assessment data available will trigger corrective actions. In response to any trends or changes in this data, the teachers, Principal, and Dean of Students will adjust student schedules for tutoring, one-to-one instruction, and/or small group instruction. The Principal will be responsible for oversight of the implementation of corrective actions.

J. Facilities Experience and Planning

1. Describe the applicant and charter school board of directors’ experience in managing facility compliance with health and safety and disability requirements and working with government agencies on facility compliance, including managing build-out or renovation.

While the RCA Board has established its facility committee, led by the Board chair who has extensive local contacts and experience, to search for the school’s future building, the Board members do not have direct experience in managing facility acquisition, maintenance, or compliance, so they have engaged with Adkins & Company and Bookkeeping Plus who are working with the RCA Team to consider various options and partners in the process. The Core Team will secure a facility and put in place the safety plan, required inspections and ensure the permits are obtained prior to occupancy. Adkins & Company consultants have worked with charter schools for over eighteen years and have worked with dozens of charter school boards and operational experts to ensure opening assurances and requirements are met so that the building is compliant and the school is able to maintain safe and secure operations.
2. **Detail any specific interactions the applicant and charter school board of directors have had with government agencies or others to determine whether the identified facilities are suitable and affordable.**

The RCA facilities committee has reached out to local opportunities, the city department and real estate experts in the area to consider various building and location options. A site has not yet been determined or secured, but the search will continue and will strengthen in intensity throughout the application process.

3. **Explain the inputs, including specific sources of information, the applicant has used to project all facility-related costs. These inputs should be reflected in the facility-related expenses included in the application’s 5 Year Budget.**

The RCA Core Team and facilities committee has engaged Adkins & Company and Bookkeeping Plus for their experience in considering various facility concerns, budgeting, projected costs, local considerations such as permitting, building department requirements, inspections as well as fair market value, estimates on utilities, build-out and improvement requirements as well as miscellaneous expenses.

**K. Existing Residential School District Public Facilities (If available)**

N/A

1. Identify the street address and the local school district within which the public facility is located.
2. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms and bathrooms, square footage per classroom and for a library, common areas, overall square footage, outdoor space, and amenities. Provide a floor plan and site plan.
3. Describe how the facility supports the implementation of the charter school’s academic program and the needs of the entire student population, including the effect that the location shall have on student recruitment, transportation, family involvement, and student participation in extra-curricular or co-curricular activities occurring outside the student attendance day.
4. Describe any anticipated renovation needs and costs.
5. Describe any zoning and occupancy requirements applicable to the existing facilities.
6. Describe how the facility meets the charter school’s needs in reference to the occupancy limits, accessibility for students with limited mobility, enrollment growth plan requirements, and fulfillment of all mission-critical space requirements.
7. Describe any involvement of the targeted community in the design or selection of the facility for the charter school.
8. List the charter school's anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   a. Science labs
   b. Art room (with or without kiln)
   c. Computer labs
   d. Library/media center
   e. Performance/dance room
   f. Auditorium
   g. Other

9. List the charter school's anticipated administrative/support space needs, including anticipated number of each:
   a. Main office
   b. Satellite office
   c. Work room/copy room
   d. Supplies/storage
   e. Teacher work rooms
   f. Other

10. List which, if any, of the following are essential to fulfillment of the core athletic program:
    a. Gymnasium
    b. Locker rooms
    c. Weight rooms
    d. Field(s) (football, soccer, multipurpose)
    e. Baseball/softball field
    f. Other (please list)

11. Identify any other significant facilities needs not already specified, including:
    a. Playground
    b. Large common space for assemblies and other large group meetings
    c. Other special considerations (identify and explain)

12. Does the charter school have specific desired location(s) from those being made available by the authorizer or the Kentucky Finance and Administration Cabinet?
    Yes ☐ No ☐
    If yes and the charter school has a specific facility under consideration, identify by current school name and/or neighborhood.
    Desired locations: ________________________________

13. Is the charter school willing to share a facility with another school?
    Yes ☐ No ☐
    If so, identify by school name and/or neighborhood.
    Desired locations: ________________________________

14. Do the existing facilities' spaces comply with Title IX requirements? Yes ☐ No ☐

15. Discuss contingency plans in the event the charter school does not receive a facility from the authorizer.

L. Independent Facilities
1. If the charter school intends to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants the charter school is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

The RCA Core Team has established its facility committee to search for the school’s future building. The Board chair is leading the effort with the assistance of Adkins and Company and Bookkeeping Plus consultants and additional team members. The Board is interested in pursuit of a purchase or lease of a facility and has benefited from local involvement and expertise provided by the team. The Board chair and committee members have been donating their time and expertise as the facility search and selection committee and wants the ideal facility. Once the selection has been made, legal counsel and an experienced firm like CB Richard Ellis will be brought in to close the sale or lease and to ensure an experienced broker has reviewed the terms and documentation to ensure fair market value and all appropriate areas of the facility is addressed.

The Board has considered various properties and is continuing its search as Newport is the ideal location for the school. The following is a schedule of the process and timeline to secure the school facility.

- 2019 - Site search continues.
- Oct – December 2019. The site is determined.
- January 2020 - Student enrollment and staff recruitment location is developed for use in or near the property.
- January 2020 - lease/purchase is secured upon charter approval, Buildout / improvements begin.
- February 2020 - Develop a project plan and timeline for technology installation.
- March – April 2020 – Desired building improvements are all determined and planned.
- July 2020 - Improvements are completed and the building is ready for occupancy.

2. If the charter school currently holds a facility or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as Attachment 22.

Attachment 22 – N/A

3. Briefly describe the facility including location, size, number of classrooms and bathrooms, outdoor space, and amenities.

The RCA Core Team has been seeking a property that is ideally between 30,000 to 50,000 square feet in the Newport, Kentucky area. The preference is a minimum of 18 general
classrooms; each sized between 800 to 1,000 square feet with 25 to 32 square feet of space allotted for each student depending upon age. Additional classroom space is required for special education or ELL services, specialty classes, and intervention or enrichment programs as well as at least two classrooms that would function as multi-purpose rooms for project based coursework. Building amenities desired include a gym, auditorium, kitchen, library, cafeteria, a minimum of four staff offices, access to a public bus stop, a minimum of 25 parking spaces, and green space for a playground and an athletic field. An ideal facility will include science labs, art rooms, music rooms, computer labs, a media center, main office, six private offices, a teacher workroom, satellite office, and two supply/storage rooms.

4. Describe how the facility supports the implementation of the charter school’s academic program and the needs of the entire student population.

While the RCA Core Team is open to consideration of various building layouts and locations, it is important to ensure that the size is appropriate for the initial and projected enrollment. The Core Team will ensure that the space is light, bright and conducive for learning for all students enrolled regardless of age, grade level, need, etc. The RCA Board wants to ensure that the families and students enrolled in the school are proud of their school and facility, so the importance of location is not taken lightly. The building must have excellent visibility to the community and students must be able to easily achieve access to the building and areas needed for general instruction, special programming and including core academic instruction as well as special programming including enough space for case-based learning.

5. Describe the rest of the facility details, as identified above for existing facilities.

A facility selection has not yet been finalized.

6. Provide, as Attachment 23, any supporting documents providing details about the facility including its fair market value for lease or ownership (whichever the charter school intends to do).

Charter school facilities shall comply with applicable state, local and authorizer health, safety, civil rights, and disability rights requirements. In addition, charter school applicants shall be prepared to follow applicable city planning review procedures.

If the facilities to be used by the proposed charter school are not known at the time the application is submitted, the charter school shall notify the authorizer within ten (10) business days of acquiring facilities for the charter school. The charter school shall obtain certification of occupancy for the facilities at least thirty (30) days prior to the first student attendance day.

A facility selection has not yet been finalized. Attachment 23 – N/A
M. Start-Up & Ongoing Operations

1. Provide, as Attachment 24, a detailed start-up plan for the charter school, specifying financing, tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan (be sure to complete all pages in the Financial Plan, and provide it as Attachment 25).

A detailed startup plan is included as Attachment 24 Startup Plan. The Financial Plan is included as Attachment 25 Financial Plan.

2. If the charter school shall provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the charter school plans to meet transportation needs for field trips and athletic events.

RCA believes that to maximize attendance, we should supply transportation. This is one of the principles behind setting up a school for the River Cities (rather than a larger geographical area) - sticking to just the 6 River Cities constrains the geographical reach of the student population to the 6 miles that span these cities. To develop a full transportation plan we will need to see the distribution of the students who apply to RCA, however transportation is included in the budget. We are investigating three options: i) work with the current district to see if a plan can be worked out to piggyback on their existing transportation (this is as per KRS 160); ii) look for solutions to potentially contract with public transportation and/or; iii) fund our own system by using the provided transportation funding (as per KRS 160.)

Given RCA is an urban school, the founders believe that access to, and use of, public transportation is important to teach our students independence and the powers of public transportation. TANK (Transit Authority of Northern Kentucky) is already working in partnership with Northern Kentucky schools (Newport Independent and Covington Independent) and Cincinnati-based schools. They have a flexible approach that will allow separate routes that will reach our student population. Of course exact details will only be available once we know the specific geographic distribution of our students who require school transportation, but this approach will be included in the budget. Buses will arrive in time to supply food to students prior to class and will include bus monitors to ensure our youngest riders are both safe and comfortable with the approach.

3. Provide the charter school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the charter school shall employ.
The RCA Board will adopt safety and security plans and policies. A facility security plan is not yet available as it cannot be developed without the specified facility. The school safety plan will be developed and filed with the appropriate authorities prior to the start of school and any required due date.

4. **Provide, as Attachment 26, a list of the types of insurance coverage the charter school shall secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability, property, indemnity, errors and omissions, directors and officers, automobile, student injury comparable to other schools in the resident district, and other.**

A sample of insurance coverage types and amounts is provided as *Attachment 26 Insurance.* RCA can work with Cincinnati Insurance or similar provider to insure any additional coverage is obtained if the Authorizer requires such.

5. **Provide a schedule and explanation of professional development that shall take place prior to the first day of school operation and the first student attendance day. Explain what shall be covered during this induction period and how teachers shall be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

The school’s professional development plan is included as *Attachment O Professional Development Plan.*

N. **Operations Capacity**

*To the extent not already provided in the application, provide information on the following:*

1. **Describe the applicant’s individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:**
   a. **Staffing;**
   b. **Professional development;**
   c. **Performance management;**
   d. **General operations;** and
   e. **Facilities management.**

The RCA Board is made up of seven individuals with extensive backgrounds and who respectively display a group that will implement a well-thought out School.

All members are local community members. Members of the RCA Board bring strong connections to the community, educational experience including curriculum analysis, professional development and programmatic implementation, critical financial management, organizational performance management, legal expertise as well as parental
experience. The RCA Board of Directors includes strong expertise in the required areas and has a deliberate focus and passion to provide an innovative education to the young people of the six River Cities.

The Principal and Dean of Students will be responsible for a number of the high-level decisions at the school. While the Dean of Students reports up to the Principal as does most of the staff, the experience that these individuals will bring to the school will additionally bring contacts, additional supports, partners and assistance in meeting the needs of various roles being contracted and hired at/by the school, including the following:

- Executive Leadership and Talent Acquisition – Board, Principal
- Board Governance and Compliance Services – Adkins & Company
- Human Resources Administration – Dean of Students and Adkins & Company
- Professional Development for all Staff – Principal and Contracted Vendors
- Financial Management – Bookkeeping Plus
- Payroll/Benefits, Grants Management – Bookkeeping Plus
- Student Data Reporting – Bookkeeping Plus and Office Manager
- Student special education and ELL services - PSI
- Fundraising – Board, Principal, Volunteers
- Marketing and Community Outreach – Board, Principal, Dean, Adkins & Company
- Facility Acquisition and Management – Adkins & Company, Office Manager and JaniKing, CB Richard Ellis
- Curriculum, Instructional Design, and Educational Philosophy – Board, Principal, Dean of Students
- Centralized Purchasing – Office Manager
- Technology Administration – FIT Technologies
- Transportation Services - TANK
- Food Service Management – The Healthy Food Collaborative and Nutrition Team

2. Describe the capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable. If this has been described previously, reference the part of the application with this information.

While the RCA Board members do not hold facilities acquisition and management experience specifically, they are local residents that have contacts within the city and have made direct contact with potential landlords and property owners to investigate local facilities options. In addition to the work done directly by the Board members, the Board has engaged Adkins & Company to aid in the development of the school including assisting...
with the application and various operational issues, primarily at the forefront is ensuring an appropriate location for the school. The building search includes analysis of determining the school needs, defining fair-market lease or purchase value, and acquiring additional funding necessary for securing the building. Adkins and Company consultants hold collectively over 50 years of experience in this field and have a proven track record in the States of Ohio, Indiana, and Michigan. More information regarding Adkins and Company is available at http://www.adkinsandcompany.com/about/.
V. Financial Plan & Capacity

A. Financial Plan

1. Describe the systems, policies and processes the charter school shall use for financial planning, accounting, purchasing, and payroll, including a description of how it shall establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

A full copy of the River Cities Academy (RCA) Fiscal Policies and Controls is included with Attachment 27 Budget Narrative.

2. Describe the roles and responsibilities of the charter school’s administration and charter school board of directors for school finances and distinguish between each.

As stated throughout this application, the RCA Board of Directors is a governing board providing oversight and direction to the school. The RCA board is the decision making authority and ultimately takes responsibility for the school’s fiscal and operational performance. While the board delegates the day to day management to the principal and daily bookkeeping to Bookkeeping Plus, Inc., the board makes the decisions on how the funds are spent, making resolutions authorizing federal funding allocations and large purchases as appropriately required for adequate oversight.

3. Include draft fiscal and internal control policies for the public charter school to prevent fraud, embezzlement, or misuse of charter school funds and to ensure proper management and expenditure in compliance with Kentucky law and the goals of the charter school.

The board takes its role seriously and has adopted policy to put in controls to avoid conflict or ambiguity. The board has adopted a code of ethics and a conflict of interest policy and understands oversight and accountability for federal funds. A full copy of the River Cities Academy (RCA) Fiscal Policies and Controls is included with Attachment 27 Budget Narrative.

4. Submit, for authorizer review and approval, a detailed financial management plan that includes, but may not be limited to, the following:
   a. Name, resume, and background clearance for the person responsible for day-to-day fiscal management or the charter school’s qualification criteria for this role;
   b. Procedures, roles and responsibilities for financial management from the point at which funds are received, to deposits and approval of expenditures, and signatories on bank accounts;
c. Qualifications, positions, and specific functions of all persons who shall have any involvement in fiscal matters of the charter school and the specific information for any individuals who have already been identified for these roles;

d. Accountability process for tracking and ensuring checks and balances; and

e. Provision for cash management controls, regular financial reviews by the charter school board of directors to monitor fiscal health and solvency and expenditures generally, and annual audits.

The Principal and Board Fiscal Officer (Bookkeeping Plus) will be responsible for daily oversight of financial management. There is a checks and balances system wherein the Office Manager has the ability to provide a requisition to order supplies or a product for the school, the Principal approves that product and then the Fiscal Officer provides a purchase order so that the transaction can proceed. Any large purchases need approval by the board. Staffing, purchases with federal title or charter school program dollars need approved by the board and then reviewed by the board monthly at monthly open to the public board meetings. The Fiscal Policies and Controls Manual is included with Attachment 27.

5. **Describe the charter school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the charter school.** A Kentucky charter school is required to adhere to all generally accepted accounting principles and adhere to the same financial audits, audit procedures, and audit requirements as are applied to other public schools under KRS 156.265.

RCA will comply with KRS 156.265. The board is aware of the audit requirement and Bookkeeping Plus participates in dozens of audits annually for charter schools. Bookkeeping Plus will be instrumental in ensuring the Auditor will have all required documents for review.

6. **Describe the charter school board of directors’ process for reviewing and acting on the results of the charter school’s annual financial audits and interim financial statements, including reviewing and approving procurement contracts and monitoring the use of school funds.**

It is the practice of the board to stay abreast of the progress of the audit, to participate with Bookkeeping Plus in the pre- and post-audit call to discuss the audit and to ensure all items are available to the auditor during the process.

7. **Describe how the charter school shall ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report, and how the charter school shall comply with purchasing requirements and limitations under KRS Chapter 45A and KRS 156.074 and 156.480 or shall provide to the charter school**
board of directors a detailed monthly report of school purchases over ten thousand dollars ($10,000), including but not limited to curriculum, furniture, and technology.

The RCA Board of Directors understands fully the Open Meetings Act and the requirement to do business in open meetings. No action will be taken outside of a public board meeting, therefore, all financial, audit, budget, purchase information will be reviewed, discussed and approved in a public meeting wherein the public and the authorizer may attend. It is also a common practice to send board meeting minutes to the authorizer after a meeting, and RCA will pursue this practice to additionally help with maintaining open transparency on actions taken at a public board meeting.

8. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Throughout this application, there has been detailed lists of contracted services. Contracted services for financial purposes include business services, payroll and audit services. These projected costs are included in Attachment 25 Financial Plan.

9. Describe the charter school’s plans for liability insurance to indemnify the charter school, its board, staff, and teachers against negligent tort claims, including the types and amounts of insurance coverage to be obtained by the public charter school, which shall include adequate insurance for
   a. Workers’ compensation;
   b. Liability;
   c. Property;
   d. Indemnity;
   e. Errors and omissions;
   f. Automobile;
   g. Student injury comparable to other schools in the resident district; and
   h. Other.

There are various insurance providers that work with schools and charter schools. Bookkeeping Plus and Adkins & Company have worked with several that have very good reputations such as The O’Neill Group and Cincinnati Insurance. RCA has included as Attachment 26 List of Insurance Coverages.

10. Submit the Charter Application Budget Form, for the entire charter contract term (initial term of 5 years and renewal terms of 3-5 years, as determined by the authorizer) in the Financial Plan (provide the completed Financial Plan as Attachment 25, and be sure to complete all sheets in the Financial Plan). In developing the charter school budget, use the public revenue projections provided by the authorizer.

See Attachment 25 Financial Plan
11. Budget Narrative

1. As Attachment 27, present a detailed description of realistic assumptions (and their bases) and revenue estimates and dates of availability to the proposed charter school, including but not limited to the bases for revenue projections, staffing levels, and costs. The narrative shall reflect the financial policies and procedures plan, and the anticipated management plan that shall ensure checks and balances in cash disbursement and alignment with the mission and goals.

   The budget narrative shall include:
   a. A basic startup plan (facilities funding and acquisition)
   b. The curriculum, technology, and professional development plan; and
   c. The charter school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.

   See Attachment 27 Budget Narrative

2. The narrative shall specifically address the degree to which the charter school budget shall rely on variable income (e.g., grants, donations, fundraising) and include the number of students by which the charter school can exceed its maximum stated student capacity, and the minimum number of enrolled students necessary for the charter school’s financial solvency and sustainability for the school year and for the charter contract term. The narrative shall take into consideration the restrictions on some funds (e.g., Title funds and grants) in their proposed expenditure. Use the figures below in developing the budget assumptions.

   a. Public Revenue.
   b. Secured/Anticipated Funding Sources (specify which are secured and which are anticipated).
      1) Indicate the amount and sources of funds, property or other resources secured/to be available through banks, lending institutions, corporations, foundations, grants, etc.
      2) Include evidence of commitment for any funds on which the charter school’s core operation depends or which are included in the budget.
   c. Discuss the charter school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   d. Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
   e. Reserve funds as required by 701 KAR 8:020 Section 6(5)(a).

   See Attachment 27 Budget Narrative

3. If the charter applicant or charter school board of directors is a pre-existing non-profit organization, please provide as part of Attachment 27:
a. The last three (3) years of audited financial statements and management letters;
b. The most recent internal financial statements including balance sheets and income statements; and
c. IRS Form 990s for the last three (3) years; and
d. Management or advisory letters from the independent auditor.

N/A

12. Financial Management Capacity

1. Describe the charter school board of directors’ individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

   a. Financial management;
   b. Fundraising and development;
   c. Accounting and internal controls;
   d. Adherence to all generally accepted accounting principles and adherence to the same financial audits, audit procedures, and audit requirements as are applied to other public schools under KRS 156.265; and

   Utilization of the same system for reporting student information data and financial data as is utilized by other local school districts across the state.

RCA will contract with Bookkeeping Plus for fiscal officer and fiscal management services. The Board has selected Bookkeeping Plus because of the company’s extensive experience with financial management of charter schools in our neighboring state of Indiana. Beth Marsh, President and CEO and her team of certified public accountants and bookkeepers have worked with dozens of charter schools for over a decade. The RCA Board has adopted internal control policies compliant with generally accepted accounting principles as included in Attachment 25 Financial Plan, and will utilize Infinite Campus, the same system for student data reporting as is used across the State of Kentucky.

Additionally, RCA is fortunate to have all Board members possess varied and extensive financial management experiences including accounting, budget managements, fiscal control, fundraising and development. The Board is already planning on establishing a separate foundation for fundraising needs of RCA.

- Lynn Schaber, Founder, President, The Strategy Store, LLC, Lead Applicant, RCA Board Chair. Mrs. Schaber holds her MBA in Finance from the Schulich School of Business at York University in Toronto, Canada. She has 25 years in the corporate world with Procter & Gamble and Kao overseeing multimillion budgets. She is very involved with volunteer work in the community that includes development.
• Evelyn Pence, Owner, Evelyn Pence Illustration, Second Applicant, RCA Board Secretary. Mrs. Pence owns a business and is responsible for its financial solvency.

• Sabrina Tinkler, Corporate Onboarding & Relocation Manager, 5th 3rd Bancorp, RCA Board Vice Chair. Mrs. Tinkler holds her Bachelor of Science in Management from the University of South Florida. She has 22 years of experience in the Banking industry.

• Sarah Strauss, Owner, Crossfit Hustle and Muscle, General Manager, Performance Processing, LLC, RCA Board Treasurer. Mrs. Strauss has her BA from Skidmore College in Saratoga Springs NY. After graduation Sarah spent 10 years developing an expertise in the financial industry and now has her own business (Upside Solutions LLC) - a consulting agency for financial institutions.

• Ian Maloney, Accountant, Blue & Co., LLC, RCA Board Member. Mr. Maloney holds 2 master’s degrees – one Master of Science in Criminal Justice from the University of Cincinnati and one Master of Accountancy from Northern Kentucky University. After over 6 years working as a social worker focused on substance use assessments and disorders, Mr. Maloney made a career switch and is now a CPA and Advisor at Blue & Co in Cincinnati, Ohio. He has held numerous volunteer Board and Committee positions with experience in development.

• Jeff Weghorst, Director, Enterprise Strategy, 84.51, RCA Board Member. Mr. Weghorst is a graduate of the University of Notre Dame and holds an MBA from Miami University (Ohio). With over 22 years of experience in the field of retail analytics. He is very involved in community that includes development and fundraising.

• Jiliian Stashak, Director, Homeschool curriculum Advisor. Ms. Stashak holds a bachelor's degree in human development and family studies from Colorado State, with endorsement in early childhood education programming. She holds Early Childhood Teaching Certificates in both Colorado and Florida. Ms. Stashak has extensive experience in direct instruction, project-based learning, and designing and leading lesson plans. She has supervised and mentored school support teams including assistants, practicum students, college interns and student teachers.
VI. Closure or Dissolution

Pursuant to KRS 160.1593(3)(q) and 701 KAR 8:020, describe in detail and provide a timeline and roles and responsibilities for the procedures to be followed in the case of the closure or dissolution of the public charter school, including provisions for the transfer of students and student records to the local school district in which the public charter school is located or to another charter school located within the local school district and an assurance and agreement to payment of net assets or equity, after payment of debts as specified in KRS 160.1598 and 701 KAR 8:020.

In the unlikely event that RCA would face closure or dissolution, the Board agrees to disseminate pursuant to KRS 160.1593(3)(q) and 701 KAR 8:020 and pay debts as specified in KRS 160.1598 and 701 KAR 8:020. Appropriate staff would remain employed until all closing procedures would conclude and would work with the Authorizers to ensure the smoothest possible transition for the students and families. RCA would follow guidelines with assigned timelines and via the responsible parties as outlined in Attachment P NACSA School Closure Plan.
VII. Optional Information

The applicant is encouraged, but not required, to include additional information that demonstrates how the charter school shall accomplish the purposes of KRS 160.1591(2). Additional, optional information may include the following.

1. **Describe the relationships that have been established to generate community engagement in and support for the proposed charter school and how demand and/or solicited support for the charter school has been assessed. Briefly describe these activities and summarize their results. Note: Demand is different from need and this portion of the application is focused on demand specifically, as opposed to need.**

To date, the RCA Core Team has held two community meetings (with over 60 attendees), met with approximately 28 community leaders, communicated with over 40 legislators, engaged multiple education experts, met with all 6 of the River Cities Superintendents, and held bi-weekly Core Team meetings since late 2016 (with over 43 meetings to date).

The feedback solicited during the community meetings with leaders, stakeholders, and parents has been and will continue to be incorporated in the design of the school by the Core Team. The community is given the opportunity to provide continued feedback through the RCA website. The feedback provided will be considered in developing the academic program, and also extracurricular activities provided to the students. These meetings will also result in potential board members and partners who can provide wrap-around services. RCA has already evolved the school plan based on the valuable input received.

2. **Describe the role to date of any parents and community members involved in developing the proposed charter school.**

Community members and parents have attended the various meetings and information sessions. The feedback solicited during the community meetings with leaders, stakeholders, and parents has been and will continue to be incorporated in the design of the school by the Core Team. The community is given the opportunity to provide continued feedback through the website and upcoming meetings. The feedback provided will be considered in developing the academic program, and also extracurricular activities provided to the students. These meetings will also result in potential board members and partners who can provide wrap-around services. RCA has already evolved the school plan based on the valuable input received.

Once authorized, RCA will hold community meetings approximately every two months until opening to inform citizens and continue to evolve the design and connection with the community. A public relations and marketing campaign will be used to reach deeper
into the community, incorporating the already operating infrastructure of neighborhood meetings and city processes. Finally, once operating our plan is to hold an annual community meeting where we will share via a live meeting our results and learnings. The target for this meeting will be not only the shareholders, but also the other 6 local school boards, ideally creating a culture of sharing and trust with our partners in education.

3. **Describe what has been done to assess and build parent and community demand for this charter school.** Note: Demand is different from need and this portion of the application is focused on demand specifically, as opposed to need.

RCA has held two well attended formal community meetings where the benefits of its education model including proven results of the case studies method, has been communicated to parents, families, and other stakeholders. As a result, RCA has spoken with dozens of community members, parents, local businesses and vendors and has created demand for the school in the form of numerous letters of support from parents wanting to enroll and community stakeholders wanting to engage in partnerships.

4. **Provide letters of support from the community, state, or national organizations.**

Letters of support are enclosed to the application in Attachment C Letters of Support.

5. **Provide a description of strategies for establishing and maintaining an ongoing relationship with the resident local school district(s) including any foreseen opportunities or challenges.**

To prevent and avoid challenges with the local school districts, RCA has met with all 6 of the River Cities Superintendents. RCA desires to provide a complementary alternative to the model of the local school districts. RCA will maintain communications and continue to meet with the representatives of the surrounding school districts. An annual community meeting will be held where RCA will share via a live meeting the results and learnings of opening the school. The goal for this meeting includes, ideally creating a culture of sharing and trust with the other 6 local school boards and other partners in education.

6. **Provide a description of persistently low-achieving public schools in the resident district(s) and explain how the charter school might partner with those schools to share best practices and innovations.**

All of the River Cities School Districts are listed in the following chart. RCA will share best practices with the school districts through report generations, meetings, and website postings. RCA has already established relationships with the school districts by meeting with all 6 River Cities school superintendents.
<table>
<thead>
<tr>
<th>Covington, KY</th>
<th>School District: Covington Independent</th>
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<tbody>
<tr>
<td>46,640 residents</td>
<td>3,721 students</td>
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<tr>
<td>24.7% of families live below poverty level</td>
<td>88.5% FRL</td>
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<tr>
<td></td>
<td>45.6% White</td>
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<td>44.7% Minority</td>
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<tr>
<td>Proficiency: Did not meet target.</td>
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<tr>
<td>Elementary Schools Combined Reading/Math 48 (vs. District 51.7)</td>
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<tr>
<td>Middle Schools Combined Reading/Math 32.7 (vs. District 52.0)</td>
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<tr>
<th>Newport, KY</th>
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<tr>
<td>15,473 residents</td>
<td>1,575 students</td>
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<tr>
<td>21.4% of families live below poverty level</td>
<td>FRL 90.5%</td>
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<td></td>
<td>White 54.5%</td>
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<td>Minority 30.7%</td>
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<tr>
<td>Newport Primary Combined Reading/Math 29.6 (vs. District 51.7)</td>
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<td>Newport Intermediate Combined Reading/Math 35.9 (vs. District 52.0)</td>
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<tr>
<th>Bellevue, KY</th>
<th>School District: Bellevue Independent</th>
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<tr>
<td>5,955 residents</td>
<td>691 students</td>
</tr>
<tr>
<td>10.2% of families live below poverty level</td>
<td>FRL 75.6%</td>
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<td></td>
<td>White 84.2%</td>
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<td>Minority 6.5%</td>
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<td>Elementary Schools Combined Reading/Math 44.1 (vs. District 51.7)</td>
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<td>Middle Schools Combined Reading/Math 32.7 (vs. District 52.0)</td>
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<tr>
<th>Dayton, KY</th>
<th>School District: Dayton Independent</th>
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<tr>
<td>5,338 residents</td>
<td>901 students</td>
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<td>22.5% of families live below poverty level</td>
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<td></td>
<td>White 87.6%</td>
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<td>Minority 10.1%</td>
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<td>Elementary Schools Combined Reading/Math 40.9 (vs. District 51.7)</td>
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<tr>
<td>Middle Schools Combined Reading/Math 53 (vs. District 52.0)</td>
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</tbody>
</table>
### Ludlow, KY
4,407 residents
21.4% of families live below poverty level

School District: Ludlow Independent
816 students
FRL 75.5%
White 90.7%
Minority 3.8%

Proficiency: Did not meet target.
Elementary Schools Combined Reading/Math 51n (vs. District 51.7)
Middle Schools Combined Reading/Math 41.4 (vs. District 52.0)

### Ft Thomas, KY
16,325 residents
6.2% of families live below poverty level

School District: Fort Thomas Independent
3,055 students
FRL 11.2%
White 92.4%
Minority 2.8%

Proficiency: Met target
Elementary Schools Combined
Reading 76.8% Math 72.9% (vs. District Reading 54.6% Math 48.8%)
Middle Schools Reading 80.2%/Math 80% (vs. District Reading 60% and Math 47%)

7. **Describe the methods and plan for response to intervention (RTI) identification of students with academic or behavior needs and RTI services that the charter school shall provide to students who have not been identified under the child find responsibilities of special education law for evaluation or who were evaluated and not identified as a student with special needs under the special education law.**

RCA will identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities according to Child Find. RCA understands that this obligation to identify all children who may need special education services exists, and RCA will implement a Response to Intervention program to address the needs of all students including those who need special accommodations and those who are at risk of academic failure. RCA will operate a Special Education program with a leadership team consisting of the Principal, teachers, Special Education Teacher, Dean of Students, third party vendor (when needed) and parents (when needed). The team will meet to make informed decisions regarding necessary accommodations. When necessary, and based upon data and testing, students will be referred to Special Education programming. High quality instruction and intervention will display teachers who monitor students’ progress who are in Response to Intervention (RTI) to ensure appropriate growth. Adjustments will be made to the students’ learning program, evaluated and adjusted as needed. High quality intervention looks like implementation of the RTI multi-tier approach to early identification and support of students with learning and behavior needs. High quality
intervention means continually evaluating the success of our assessment and intervention programs based upon student results and making recommendations for any changes that may need to be made for the following year.

Additionally, RTI does not equate to special education or special needs. RCA will operate a RTI program with a tiered level of services where students will be evaluated based upon assessments. If a student initially is placed in Tier 2 level, but because of improved grades, can be moved back to Tier 1, the process will occur.

8. Describe the trauma-informed care and education that the charter school shall provide to students who would benefit.

RCA will provide trauma informed cared services for the school. Trauma Informed Care (TIC) utilizes the framework from the Substance Abuse and Mental Health Services Administration (SAMSHA) to support all students who have experienced trauma. TIC recognizes that the impact of trauma and recovery has widespread impact and focuses on responding to that impact, facilitating healing, as well as actively resisting re-traumatization.

9. Describe any trauma-informed care and education professional development the charter school shall be providing to its staff.

RCA will utilize the Northern Kentucky Cooperative for Educational Service to provide trauma informed cared services for the school as further detailed in the application.

10. Describe the culturally responsive teaching professional development the charter school shall be providing to its staff.

RCA will operate a school inclusive of culturally diverse students. RCA’s student body will consist of a population that reflects the local district populations and therefore, diversity training will be very beneficial for all staff – especially staff new to urban schools. With this said, RCA will ensure that all staff have access to, and participate in professional development by external parties that includes diversity and cultural sensitivity training on an annual basis.
By signing this application, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to Kentucky law, KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8, is true and accurate to the best of the Lead Applicant’s knowledge.

OFFICIAL USE ONLY:

Received By: Date:
ATTACHMENTS
The next section contains Attachments 1 through 27 and A through P (where applicable to RCA)
<table>
<thead>
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<th>Attachment #</th>
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<td>Board Governance &amp; Resumes</td>
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<td>Curriculum Map</td>
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<td>3</td>
<td>Not Required for River Cities Academy, Inc.</td>
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<td>4</td>
<td>Components of Academic Grades</td>
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<td>Bell Schedule</td>
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<td>Enrollment Policy</td>
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<td>School Leadership Team</td>
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<td>12</td>
<td>River Cities Academy, Inc. Job Descriptions</td>
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<td>River Cities Academy, Inc. Non-Profit Articles &amp; Proof of 501(c)3</td>
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<td>Governance Philosophy &amp; Organizational Charts</td>
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<td>River Cities Academy, Inc. Board Information Sheets &amp; Agreement</td>
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<td>Principal Performance Review Template</td>
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<td>Teacher Performance Review Template</td>
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<td>Not Required for River Cities Academy, Inc.</td>
<td>n/a</td>
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<td>24</td>
<td>Start-Up Plan</td>
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<td>25</td>
<td>River Cities Academy, Inc. Budget</td>
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<td>A</td>
<td>Outreach/List of Meetings</td>
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<td>B</td>
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<td>D</td>
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<td>E</td>
<td>Dress Code Policy</td>
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<td>F</td>
<td>Levels of Tiered Intervention – Overview</td>
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<tr>
<td>G</td>
<td>Academic Prevention and Intervention Plan</td>
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<td>H</td>
<td>ELL Screener</td>
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<tr>
<td>I</td>
<td>Marketing Plan and Draft Materials</td>
<td>I</td>
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<tr>
<td>J</td>
<td>PBIS Behavior Procedures</td>
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<tr>
<td>K</td>
<td>Nutrition/Farm to School</td>
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<td>L</td>
<td>Farm to School and Meal Charge Procedures</td>
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<td>M</td>
<td>Board Recruitment and Orientation Plan</td>
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<td>Grievance Procedures</td>
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<td>Professional Development Plan</td>
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<td>P</td>
<td>Sample School Closure Plan</td>
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</table>
The founders of RCA are local parents committed to public education and school choice. This Core Team is comprised of seven upstanding citizens from Northern Kentucky, all with children, five with school-age children attending school in the region. The collective group is impressive, amassing 12 Post-Secondary degrees across four different disciplines, five states and two countries. All seven have substantial experience with volunteerism and has dedicated significant time and energy to design a school set to succeed in Northern Kentucky. The specifics behind each individual is as follows:

1. **Ian Maloney**: 31 West 8th Street, Newport, KY. Mr. Maloney holds 2 masters degrees – one Masters of Science in Criminal Justice from the University of Cincinnati and one Master of Accountancy from Northern Kentucky University. After over six years working as a social worker focused on substance use assessments and disorders, Mr. Maloney made a career switch and is now a CPA and Advisor at Blue & Co in Cincinnati, Ohio. He has held numerous volunteer Board and Committee positions and has one child who is currently a toddler.

2. **Evelyn Pence**: 639 Monroe Ave, Newport, KY, 41071. Mrs. Pence has a Masters of Fine Arts in Medical & Biological Illustration from the University of Michigan and is a professional medical illustrator. She owns her own business and has maintained a strong client base since opening her studio in 2003. Mrs. Pence is the mother of two school-age children.

3. **Lynn Schaber**: 328 Park Ave, Newport, KY. Mrs. Schaber holds her MBA in Finance from the Schulich School of Business at York University in Toronto, Canada. After 25 years in the corporate world with Procter & Gamble and Kao, she retired to spend more time at home and focus on her family. She is very involved with volunteer work in the community and in 2015 Mrs. Schaber received the “Volunteer of the Year” award from the Newport Business Association. She has one school-age child.

4. **Sarah Strauss**: 196 Clover Ridge, Fort Thomas, KY, 41075. Mrs. Strauss has her BA from Skidmore College in Saratoga Springs NY. After graduation Sarah spent ten years developing an expertise in the financial industry and now has her own business (Upside Solutions LLC) - a consulting agency for financial institutions. Sarah is a Mom of two school-age children and holds various volunteer positions in the community.

5. **Sabrina Tinkler**: 324 Park Ave, Newport, KY. Mrs. Tinkler holds her Bachelor of Science in Management from the University of South Florida. She has 22 years of experience in the Banking industry where she has been focused in the areas of learning/skill development and more recently relocation with Fifth Third Bancorp in Cincinnati Ohio. She is the mother of two school age children.

6. **Jeff Weghorst**: 709 Overton St, Newport, KY. Mr. Weghorst is a graduate of the University of Notre Dame and holds an MBA from Miami University (Ohio). With over
22 years of experience in the field of retail analytics, ranging from price/promotion optimization to product assortment evaluation, Mr. Weghorst is an expert in the field, leading teams at both ACNielsen and 84.51° (A Division of Kroger). In addition, he is very involved in community, recently leading a sub-team on education as part of an overall city initiative called ReNewport. He has three school-age children.

7. Jillian Stashak: Ms. Stashak is a homeschool curriculum Advisor, and RCA Board Member. Ms. Stashak holds a bachelor’s degree in human development and family studies from Colorado State, with endorsement in early childhood education programming. She holds Early Childhood Teaching Certificates in both Colorado and Florida. Ms. Stashak has extensive experience in direct instruction, project-based learning, and designing and leading lesson plans. She has supervised and mentored school support teams including assistants, practicum students, college interns and student teachers.

Additional External Support to the Core Team Include:

1. Mary Welsh Schlueter: Ms. Welsh serves as the Founder and Chief Executive Officer of the Partnership for Innovation in Education (PIE). The 501(c)3 tax exempt nonprofit organization is headquartered in Cincinnati, OH and provides new transformational learning programs allowing students to excel in the 21st century workforce. Ms. Schlueter has developed partnerships that a) catalyze regional economic growth, b) provide income opportunity c) heighten academic achievement, d) bridge K-12 technology gaps, and e) offer digital career assessment tools using emerging career pathway talent pipelines. Schlueter began her career directing economic growth policies in State, Federal and international governments, and she later served as a marketing and technology executive for Fortune 500 corporations. After having four small children, Schlueter became a University business school faculty member, and she launched a digital consulting firm. As an alumna of Harvard Business School, recipient of the prestigious U.S. Fulbright Fellowship, and as an elite member of the FBI Citizens Academy, Mary has lead initiatives featuring the parallel deployment of analytical, critical thinking and social-emotional workforce readiness skills in partnership with the education, arts and business sectors.

2. Yvonne Adkins: Ms. Adkins is the owner and chief consultant of Adkins & Company. Ms. Adkins is a board governance and operational expert with over 18 years of experience working with governing boards. She has extensive experience helping founding teams develop and open charter schools. Adkins & Company consultants have worked with over 100 boards in multiple states to develop and maintain effective governance and operational practices. Knowing that effective governance and compliance practices are critical to a school’s performance, Adkins works with founding teams from the onset to provide expertise and access to vendors and service providers in all different operational and educational service areas needed to operate a charter school.

Resumes follow
Performance Profile
Marketing and strategy executive with proven success across consumer-driven brands. Deep marketing expertise leading to breakthrough results. Sharp strategy development leading to thorough business plans that deliver strategic growth objectives. Top performer with transferable skills derived from experience that spans three countries, multiple categories and comprise both P&L and operational leadership. Strong envisioning leadership skills coupled with a down to earth approach generates plans that deliver results. Active community member with board, fundraising and leadership experience.

Professional Accomplishments
Marketing Leadership
Led multiple product launches, marketing plans and consumer communication campaigns over 21 years across 32 brands in 3 different countries. Developed and implemented consumer segmentation models on both North America Bounty and Global Duracell which drove consumer plans, strategic choices and results. Consistently created new go to market models enabling record results in 10 of 12 assignments. Awarded CMO Marketing Innovation Award and 2 Household Care awards for product launch work.

Strategy Leadership
Consistently constructed winning strategic plans to focus organizational efforts and deliver results. Developed the ground-up 5 year strategic plans across both North American Bounty ($1.7 Billion) and Global Duracell ($2.5 Billion). The Bounty strategic plan delivered 3 consecutive years of record growth and the Duracell strategy delivered the first ever consumer-focused plan resulting in an incremental $280 million from the initiative portfolio.

Organizational Development
Reinvigorated the Duracell Marketing culture resulting in ‘best in class’ responses to 80% of organizational survey questions. Created a high performing cross functional team on Bounty, increasing initiative productivity three fold and portfolio value +381%. Led the re-design of the Canadian commercial group streamlining decision making. Created a positive working environment in the Canadian Household Care Marketing group by focusing on culture, feedback and Senior Management involvement.

Professional Experiences
THE STRATEGY STORE 2009 - 2016
The Strategy Store, LLC
• President, Founder
• Newport, KY, USA
✓ Established consultancy business designed to help clients make a step change in their business performance through disciplined approach to Business Strategy and Marketing.
✓ Developed a Strategic Development Framework and a Brand Building Road Map that help my clients deliver winning strategic plans.
✓ Most recent success includes a strategic plan on track to deliver +56% revenue growth.

KAO GROUP – 2010 - 2014
• Vice President Strategy & Innovation, Hair Care
• Cincinnati, OH, USA
✓ Responsible for the strategy, innovation plans and consumer communication (TV, Print, Packaging) for the John Frieda Brand on a Global basis.
✓ Developed the Brand Building Framework (equity, architecture and consumer segmentation) and the innovation program leading to the launch of over 20 new products.
✓ Led the Global marketing team and collaborated with Regional teams to over deliver the profit commitment behind innovation, packaging and a new advertising campaign.
PROCTER & GAMBLE 1988 - 2009

Duracell
- Global Marketing Director, 2006-2009
- Bethel, CT, USA
- Duracell Global Brand Development - $2.5 Billion; 21 person organization
  - Led development and deployment of the Global Duracell Strategy including an “assess the landscape” analysis and sufficiency check – ultimately resulting in full organizational alignment and a plan that delivers the strategic growth objectives.
  - Created and deployed a ground-up Marketing Framework for Global Duracell (equity pyramid, consumer segmentation, design theme, global graphics) resulting in holistic plans and top results in consumer communication (advertising and packaging).
  - Developed a prioritization model and growth for international markets resulting in +11% growth vs balance of globe at +5%.
  - Led a Marketing organizational plan that improved skills and culture (achieved benchmark results on 80% of survey questions).

Bounty
- Marketing Director, 2003-2006
- Cincinnati, OH, USA
- North America Bounty Paper Towels and Napkins - $1.7 Billion; 9 person organization; P&L responsibility; leader of cross functional team
  - Led and gained Management alignment to the 5 year strategic business plan – resulting in 3 consecutive years of record growth.
  - Developed a plan that delivered 2 initiatives per year, including a team designed to fill gaps where plans were not yet defined – resulting in an initiative portfolio value increase of +381%.
  - Launched Bounty Basic into the mid-tier segment with a new go-to-market model, resulting in 3 share points and double the objective.
  - Developed new consumer segmentation, resulting in a growth model & initiative program that delivered the financial commitments.
  - Led the cross functional team delivering 3X productivity.

Paper Products
- Marketing Director, 2001-2003
- Cincinnati, OH, USA
- Total North America Paper Products; $6 Billion, 5 person organization
  - Identified $540 Million opportunity for P&G Paper brands (Bounty, Puffs, Charmin, Pampers. Luvs, Always) in West of Rockies.
  - Developed and implemented the strategic plan, outpacing the balance of the country by 6 growth points and delivering sales of +46% vs goal.
  - Led the fiscal year planning process resulting in increased value contribution of +16% despite 2% less investment.
  - Designed, developed and nurtured a new team which was the standard for collaboration, resulting in improved work capacity.

Health & Hair Care
- Marketing Director, 2000-2001
- Sao Paulo, Brasil
- Health Care, Hair Care, Media, Purchases; $55Million, 10 person organization
  - Created breakthrough “permission-based” sampling program that delivered a higher response rate (47% versus norm of 10%) and closed half of the image gap versus competition.
  - Delivered $6 Million in media/purchasing savings.
  - Implemented cost savings, staffing reductions and re-prioritization of projects that minimized impact from currency devaluation.
  - Implemented new talent development system resulting in better career planning, disciplined reviews and improved productivity.

Beauty & Home Care
- Various Marketing Mgr/Director positions, 1994-2000
- Toronto, Canada.
- Beauty Care (ex Hair Care), New Business Development, Home Care, PR, Customer Marketing, Market Research
  - Developed and implemented an Old Spice ‘How High is High’ plan, doubling the business after 5 flat years.
  - Delivered record beauty care sales growth of +39% behind Secret Brand revitalization program, Olay Skin Care initiatives and Old Spice turnaround.
  - Launched Olay cosmetics delivering best global results and a +67% increase in cosmetics sales.
  - Launched Febreze, Swiffer & Dryel leading to triple Home Care sales.
  - Led the re-design of the Canadian commercial group – moved to a Business-focused approach versus Functional, resulting in clearer lines of authority and significant cost savings.
PROCTER & GAMBLE 1988 – 2009 CONT’D
Paper & Tide
• Various Brand Management positions, 1988–1994
• Toronto, Canada.
• Always, Pampers, Environment, Bath Tissue/Private Label, Tide

✓ Created global model for Always sampling, delivered +5% sales.
✓ Increased Pampers direct-to-consumer reach from 35% to 87%.
✓ Led the launch team for Boy/Girl Pampers resulting in a record launch in only 6 months (versus regular timeframe of 18 months).
✓ Led the environmental strategy and plans for Canadian Diapers – taking paper diaper penetration (vs cloth) from 60% to 89%.
✓ Delivered +23% on Bath Tissue behind improved advertising.
✓ Delivered record sales on Tide behind the launch of 3 initiatives and 5 new pieces of advertising.
✓ Decreased Marketing Department turnover through culture improvements, feedback and senior management involvement.

Education
Master of Business Administration, 1988
Schulich School of Business,
Major: Finance
York University
Toronto, Ontario, Canada

Bachelor of Business Administration, 1986
University of New Brunswick
Major: Marketing
Fredericton, New Brunswick, Canada

Community & Volunteer Work
Leadership
✓ Currently leading a team of accomplished volunteers to design, develop and launch a new K-8 tuition-free school that uses an experience-based, hands-on approach to educating students from the 6 river cities in Northern Kentucky.
✓ Held the position of President (2016) and Clubhouse Chair (2015) on the 7 person board of the East Row Pool & Social Club.
✓ Established and currently manage the East Row Neighborhood Block Watch program.
✓ Member of the inaugural committee to launch and establish a local branch of “Bourbon Women” in the area.

Fundraising
✓ Ensured the establishment of the now very successful bike-share program “Red Bike” in Newport, KY. Raised over $30,000 in less than 6 weeks to supplement the corporate donations and raise both awareness and enthusiasm for the project.
✓ Received the “Volunteer of the Year” award from the Newport Business Association for this effort.
EXPERIENCE

2017 - PRESENT
OWNER, CROSSFIT HUSTLE AND MUSCLE.
CrossFit Hustle and Muscle is a non-profit CrossFit affiliation operating in FT Thomas Middle School for 6th through 8th graders. I am both the owner of this CrossFit affiliate and one of two coaches. I hold a Level 1 CrossFit Certification and provide students the opportunity to participate in a challenging fitness program that builds both physical and mental strength, community and camaraderie.

2016 - PRESENT
GENERAL MANAGER OPERATIONS, PERFORMANCE PROCESSING, LLC.
Financial Institutions seeking assistance in Debit, Credit & Branding negotiations work with me and my team at Performance Processing to support their efforts to review the market for both functionality and pricing. Responsible for generating new revenue, maintaining business relationships, negotiating and managing FI service and brand contracts, and maintaining processor and brand (MC, Visa...etc.) relationships.

2015 - 2016
OWNER, ZEST MEDITERRANEAN GRILLE
Responsible for business strategy, employee supervision, marketing, finances, daily operations, inventory. Successfully sold the business for a profit in just over one year.

2012 - 2015
SR. RELATIONSHIP MANAGER, VP, WORLDPAY
Generated new revenue and maintained business relationships with financial institutions utilizing the Debit/ATM processing solution at Worldpay (formerly Vantiv). Responsibilities negotiating and managing FI renewal strategy, program pricing, and associated processes and functions. Lead direct Client Contract Negotiations, responsible for managing retention across Active Customers. Consistently a top 5 Relationship Manager among national sales force. Built revenue through effective cross-selling focused on finding solutions to customer problems and identifying client profit opportunities.

2011 - 2012
SERVICE MANAGER, WORLDPAY
Provided service management for Worldpay (formerly Vantiv/Fifth Third Processing Solutions) platinum level clients. Ensured client satisfaction through timely responses to client inquiries and requests. Coordinated activities of appropriate Vantiv personnel to research and resolve issues or implement changes. Supported and managed client development requests from definition of business requirements to implementation. Lead weekly meetings with Vantiv Production Operations and client’s Operations. Managed incidents affecting client from resolution to ensuring preventative measures are completed. Worked with client to improve interactions between Vantiv and client. Contributed to internal Vantiv process improvement initiatives.

2006 - 2011
PROJECT MANAGER, AVP, WORLDPAY
Coordinated the conversions of multi-million-dollar financial institutions to the Worldpay (formerly Fifth Third Processing Solutions electronic funds processing system) Managed the implementation process for clients who are adding additional products or services. Guided clients through the conversion process by performing gap analysis and consulting. Trained clients prior to conversion and conducted additional training during conversion week. Researched and resolved issues to client satisfaction. Performed sales support, including pre-conversion product demonstrations and presentations. Participated in various product development projects that further enhance the current system.

2003 - 2007
REALTOR, SIBCY CLINE REALTORS
Worked with buyers and sellers to find their new home, market and sell their existing homes.

2005 - 2006
CUSTOMER SERVICE REPRESENTATIVE, FIFTH THIRD BANK
Customer Service Representative at Fifth Third Bank.

2002 - 2003
PROGRAM COORDINATOR, SUFFOLK COUNTY LAWYERS FOR JUSTICE
Implemented strategies for indigent individuals to receive legal services for court appearances.

EDUCATION

2000
BA, SOCIOLOGY, WOMEN’S STUDIES, GOVERNMENT, SKIDMORE COLLEGE
2000 Student Body President, 1999 Class President, Sociology Honors Society.
EDUCATION & PROFESSIONAL CREDENTIALS
BS Degree, Human Development and Family Studies — Colorado State University, 2013
Early Childhood Education Program — Colorado State University, 2011 - 2013
Early Childhood Teaching Certificate (birth through 3rd grade) — Colorado and Florida

WORK EXPERIENCE

Homeschool Curriculum Advisor — June 2015 - Present
— Restructure families’ approach to homeschooling by focusing their methods on individualized, child-led curricula
— Slash direct instruction time by teaching homeschooling parents to create cross-disciplinary lesson plans
— Eliminate the need for multiple curricula by teaching parents to use state standards as the scaffold for learning experiences
— Empower my local homeschool community by leading workshops on teaching and planning strategies

Lead Teacher/Teacher Mentor, Palma Ceia PC Preschool — January 2016 - May 2017
— Modeled the success of play-based and project-based learning experiences
— Improved teachers’ understanding and implementation of the Reggio Emilia-inspired approach by designed and leading training events. Topics included teaching strategy, school philosophy, and whole child lesson planning
— Accelerated the integration of best practices by observing and guiding teachers in the classroom

Director, Henry-Stashak Academy of Dance and Innovation — August 2014 - September 2015
— Pioneered an arts-based preschool program that advocated for whole child education and project-based learning
— Designed and taught pre-professional dance programming for children and adults

Classroom Teacher, Early Childhood Center, CSU — August 2011 - May 2014
Lead and assistant in a full-day preschool program
— Implemented the philosophy of the schools of Reggio Emilia with a focus on long-term project planning, provocations, research, and documentation
— Supervised and mentored a large support team including assistants, practicum students, college interns, and student teachers
— Combined university instruction with classroom teaching experience by leading weekly professional development meetings for practicum students and interns

Classroom Teacher, Varied Schools, ages 2 through 3rd Grade — August 2011 - May 2013
— Integrated project-based and student-led learning into existing public, charter, and private school curricula
— Extensive practicum and student teaching experience in preschool, Kindergarten, and first grade
EDUCATION

Northern Kentucky University  
Master of Accountancy, GPA: 3.66 / 4.0  
Highland Heights, KY  
May 2017

- Developed skills in ACL software, CCH Engagement, QuickBooks and Checkpoint RIA

University of Cincinnati  
Masters of Science in Criminal Justice, GPA: 3.68 / 4.0  
Cincinnati, OH  
August 2012

Xavier University  
Bachelors of Science in Criminal Justice, GPA: 3.18 / 4.0  
Cincinnati, OH  
May 2007

- Study Abroad in Kenya with School for International Training, Fall 2006
- Academic Service Learning Semester in Over-The-Rhine (Cincinnati), Ohio, Fall 2004

WORK EXPERIENCE

Blue & Co., LLC  
Staff Accountant  
Cincinnati, OH  
May 2017 – Present

- Assisted with all aspects of audits focusing on financial institutions, employee benefit plans, multi-employer plans,
- Assist in preparation of financial statements and required filings to meet local, state and federal standards.
- Utilized research and analytical skills to address issues arising during audit or reviews

University of Kentucky, Center for Alcohol and Drug Research  
Targeted Assessment Specialist  
Newport, KY  
March 2014 – May 2017

- Provide assessment, pre-treatment, and service coordination for clients of Kentucky Cabinet for Health and Family Services
- Identifying and addressing the substance use disorders, mental health disorders, intimate partner violence, learning disabilities, and other barriers negatively impacting parents and their children.
- Provide consultation and training to DCBS case managers and staff.

Talbert House  
Clinical Service Provider, Turning Point  
Cincinnati, OH  
March 2013 – March 2014

- Administer alcohol and drug assessments for court order client through interviews and testing
- Instruct alcohol and drug education classes to residential jail base program
- Track all activities with client in computer database
- Send recommendations to local probation department on which chemical dependency treatment would be most appropriate for probationers

Service Coordinator/Case Manager, Community Link  
March 2008 – February 2013

- Assisted OWF/TANF recipient address barriers to self-sufficiency
- Report monthly on participation of caseload up to 500 ensuring that case is following state regulations
- Communicated effectively orally and written form with clients from varying backgrounds
- Analyze clients documentation to determine if regulations are met

ACTIVITIES / LEADERSHIP

- President of Newport’s Westside Citizens Coalition, 2014
- Member of Northern Kentucky University Finance and Accounting Student Association
- Member of Newport Parks Renaissance Commission April 2014 - present
- Treasurer of Newport Parks Renaissance Commission July 2015 - present
- Completed the Talbert House Leadership Development Course, November 2010
- Talbert House Cultural Diversity Committee Member

AWARDS / SKILLS / CREDENTIALS

- Experienced in Microsoft Word, Excel, PowerPoint; Microsoft Outlook, Microsoft SPSS, CCH Prosystem Engagement, PPC SmartPractice aids, and Checkpoint Ria
- Recognized by Talbert House for Excellence in Customer Service; April 2009
- Recognized by Talbert House for Outstanding Employee Performance, Exceptional Utilization, and Highest Competency Rating; 2010, 2011
Jeffrey E. Weghorst
709 Overton St.
Newport, KY 41071

Home: (859) 581-0421
jweghorst45227@yahoo.com

PROFESSIONAL EXPERIENCE

Director, Enterprise Pricing Strategy  (4/15 – Present)
- Managed and oversaw the delivery customer insights to inform Kroger’s annual enterprise price strategy
- Drove methodology and science enhancements to improve 84.51° price and promotion capabilities
- Co-Led development of Kroger’s eCommerce pricing strategy
- Co-Led development of Kroger Pharmacy pricing strategy
- Supported 84.51° Client Line and consulted on ad hoc price strategy questions
- Collaborated with multiple internal teams (Science, Engineering, Product Management, Customer Experience, Digital, etc.) to gain alignment on Kroger go-to-market pricing strategy
- Managed and developed five direct reports

Senior Product Manager, GP&S Price & Promotions  (09/12 – Present)
- Led market discussions and gained signoff on the data/metrics requirements for Relevant Promotions (Promotion Analytics)
- Built initial vision documents and delivered roadshows for RP, explaining its purpose, client value, and role in the promotion planning process
- Conducted science “pre-discovery” work on methodologies underlying the RP solution
- Managed the development and delivery of the Price Elasticity tool, leveraging MaaS (Modeling as a Service)
- Collaborated with dh markets to build the vision and requirements for Collaborative Promotions (Promotions Forecasting UI)
- Built out vision for Metrics & Triggers and worked with markets to understand key requirements – 0.25 development initiated
- Collaborated with US market on short term assignments regarding Kroger Category Strategy and Shop 5.0 development
- Managed and developed three direct reports, and built training program to increase entire P&P team industry expertise

Solutions Director, Kroger Promotions  (3/11 – 8/12)
- Managed the delivery of Front Page Manager to Kroger, including FPM guidelines refresh and client issue resolution
- Managed the development of the Promotion Importance solution
- Managed and oversaw delivery of ad hoc projects as needed (e.g., Promotion Template refresh, PriceStrat value demonstration projects)
• Defined data requirements and managed early POC work on Promotions Library (now known as Promotion Analytics)
• Collaborated with dh Client Line, Customer Education, and Kroger stakeholders to rollout PriceStrat training to category managers
• Managed and developed four direct reports

US Products Director, Category Solutions  (03/09 – 02/11)
• US Product Owner for Shelf Review, which today generates approximately $10 million revenue annually for the US business
• Collaborated with leads from US and other markets to determine global development priorities for SR
• Worked with Kroger and CPG client teams to successfully pilot and deliver early Shelf Review projects
• Significantly contributed to the methodology behind the SR solution

Solutions Director, Core Delivery Category Solutions  (03/08 – 02/09)
• Designed solution and built marketing materials for initial version of Fast Track Launch Manager ($300k - $500k annual revenue)
• Designed and built methodology behind revised Shop SOV reports
• Co-presented preliminary Shelf Review business case presentations to the US business

Associate Director, US Shopping Experience  (01/06 – 02/08)
• Po2 with Client Line to sign first dunnhumbyUSA Total Food Shop contract (General Mills, $6 million annually), significantly increased Shop usage
• Successfully managed relationships with three smaller clients – Wrigley, New World Pasta, Bimbo Bakeries
• Helped all clients evolve toward incorporation of customer insight in deliveries to Kroger (GMI Box Tops, NWP shelf placement, etc.)
• Managed and developed three direct reports, mentored others as well

1996 – 2005  
ACNielsen Company  Cincinnati, OH
Senior Corporate Account Manager, Analytical Services  (06/96 – 12/05)
• Managed ACNielsen Analytical Services business for East Region clients
• Directed all phases of analytics studies, including 1) initial proposal and sale, 2) project specification setup, 3) interpretation of model results from ACNielsen statistical research group, and 4) insights presentation to clients
• Sold and delivered analytics projects valued at over $1.7 million in 2005
• Provided custom solutions for CPG clients in the areas of Everyday Pricing, Trade Promotion, Marketing Mix, Assortment, Market Structure, Consumer Segmentation
• Managed Analytics support staff (3), including training and development
• Mentored additional Analytical Services staff in East region and conducted training sessions for ACNielsen personnel

Summer 1995  
HEWLETT-PACKARD COMPANY  Cincinnati, OH
Marketing Intern
• Directed all phases of promotion measurement project – including problem formulation, survey design, sampling methodology, data collection, and data analysis
• Presented analysis results to management and made recommendations for future marketing strategies

EDUCATION

MIAMI UNIVERSITY  Oxford, OH  
M.B.A., May 1996

UNIVERSITY OF NOTRE DAME  South Bend, IN  
B.B.A., Marketing, May 1994

COMPUTER SKILLS

• Proficiency with Microsoft Office applications

• Built initial vision documents and delivered roadshows for RP, explaining its purpose, client value, and role in the promotion planning process
• Conducted science “pre-discovery” work on methodologies underlying the RP solution
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• Helped all clients evolve toward incorporation of customer insight in deliveries to Kroger (GMI Box Tops, NWP shelf placement, etc.)
• Managed and developed three direct reports, mentored others as well

1996 – 2005
ACNielsen COMPANY  Cincinnati, OH
Senior Corporate Account Manager, Analytical Services  (06/96 – 12/05)
• Managed ACNielsen Analytical Services business for East Region clients
• Directed all phases of analytics studies, including 1) initial proposal and sale, 2) project specification setup, 3) interpretation of model results from ACNielsen statistical research group, and 4) insights presentation to clients
• Sold and delivered analytics projects valued at over $1.7 million in 2005
• Provided custom solutions for CPG clients in the areas of Everyday Pricing, Trade Promotion, Marketing Mix, Assortment, Market Structure, Consumer Segmentation
• Managed Analytics support staff (3), including training and development
• Mentored additional Analytical Services staff in East region and conducted training sessions for ACNielsen personnel

Summer 1995
HEWLETT-PACKARD COMPANY  Cincinnati, OH
Marketing Intern
• Directed all phases of promotion measurement project – including problem formulation, survey design, sampling methodology, data collection, and data analysis
• Presented analysis results to management and made recommendations for future marketing strategies

EDUCATION
M.I.A. UNIVERSITY  Oxford, OH
M.B.A., May 1996

UNIVERSITY OF NOTRE DAME  South Bend, IN
B.B.A., Marketing, May 1994

COMPUTER SKILLS
Proficiency with Microsoft Office applications
SUMMARY
Accomplished relationship manager with a customer-centric focus who creates and manages programs that consistently achieve desired outcomes through passion, enthusiasm, critical thinking, and focus. Proven ability to bridge gaps and lead others by example and collaboration. Seen as a creative and strategic thought-partner and consultant by others. Specialties include: Strategic Partnership I Consulting I Customer Service I Consultative Sales I Analysis I Process Implementation I Program Management I Project Management I Corporate Relocation I Learning and Development I Department Start-Up I Program Design I Leadership

PROFESSIONAL EXPERIENCE
FIFTH THIRD BANCORP, Cincinnati, Ohio 2010 to present
Corporate Onboarding & Relocation Manager; AVP (2014-present)
Manage onboarding and relocation programs by holding external service providers accountable for service delivery and compliance expectations, benchmarking policies through peer-networking, industry memberships, and internal customer outreach and feedback.
- Re-branded relocation from process-driven to customer-centric model that exceeds candidate expectations and eases internal partner experiences by establishing organizational relationships and providing industry expertise.
- Delivered virtual onboarding program incorporating culture, legal, and tactical components into a consistent cost-effective and employee-centric engaging experience.
- Developed differentiated relocation experience for executives by establishing internal partnerships to provide a customized city visit and pre-acceptance family counseling.
- Automated and streamlined multiple processes, initiations, reporting and invoicing, accounts payable, resulting in time, money and overall efficiency savings.
- Reduced exceptions within the first year by 75% by consulting with and educating HR staff and hiring managers on policy and program compliance.

Learning Consultant; AVP (2010-2014)
Primary learning consultant for business client functions specializing in performance improvement projects ranging in scope, scale and complexity. Conducted audience, performance and gap analysis to ensure training was the appropriate solution, met business goals, was relevant, and results-oriented. Responsible for determining learning needs for roles across business lines, in programs with audiences greater than 5,000 throughout the corporate footprint.
- Developed, piloted and released a first-ever Financial Center Manager Academy. This blended program set the foundation for future retail role educational programs enabling agile learning development to suit the dynamic financial environment.
- Was the driver in the creation of a Retail Program Manager position to support the Financial Center Manager Academy. This enabled more efficient and consistent management of the program across the organization.
- Created multiple strategic development programs for key roles such as high wealth bankers, personal bankers, and universal bankers in partnership with the business line and human resources that helped create consistency in learning and applying processes, procedures, and job functions across the business line.
- Helped initiate and sustain consultative selling skills training for the Retail business line. This helped the organization drive customer focused sales behavior changes and ultimately improved sales.
Special Assignments (2014-2017)

- **Fifth Third Bank Summit Awards, Project Manager**
  - Participated in and led work-stream in a cross-functional endeavor to create an automated onboarding program for external new-hires with the specific goal of standardizing and branding the employee onboarding experience. Designed and created the at-home pre-start welcome kit. Determined information workflow, vendor selection, and staff functions.

- **HR Shared Services & Operations Engagement Leader**, Served as the employee engagement leader for departmental team of 30 designed to promote participation and performance of individual participants through increasing knowledge, recognition and collaboration.

SUNTRUST BANKS, Atlanta, Georgia 1996 to 2006

**Corporate Training Manager; AVP**

Managed instructional designers for a $189 billion regional bank to develop and support training throughout project life-cycle through evaluation. Grew corporate client relationships to target training needs and determine appropriate training methodologies. Created and maintained department budget.

- Acknowledged expert in creating challenging yet motivating career paths, providing appropriate recognition and reward, managing improvement plans up to and including termination if warranted.
- Worked with corporate partners of all levels in order to build corporate training department’s influence as a valued and effective business partner.

**Instructional Designer/Team Lead; Officer**

Performed needs analysis and followed training methodology through all phases to ensure timely delivery of accurate and effective course materials. Implemented blended learning solutions. Created manuals, quick references, and meeting guides. Conducted TTT, identified and implemented best practices and evaluated training to facilitate process improvements.

- Designed and delivered operations manual, systems conversion manual and train-the-trainer within budget given limited implementation time saving $10,000+ by implementing a web conferencing tool for training.
- Training program development leadership successes include: a client management system training for 3,000 users; corporate security awareness WBT completed by all new employees; and recognized as subject matter expert (SME) in new corporate systems
- Process improvement and initiation through creation of an integrated leader’s guide model for all instructor-led classroom training solutions, implementation of new class evaluations and success measurement criteria.
- Averaged 5.8 out of 6.0 on classroom evaluations by trainees.

WOMEN’S SPECIALTY RETAILING, Talbots, Victoria’s Secret, Florida 1991 to 1996

Trained, evaluated, scheduled, and managed 20+ associates. Accountable for achieving sales goals and revenue objectives, inventory and expenses.

EDUCATION CERTIFICATIONS MEMBERSHIPS

UNIVERSITY OF SOUTH FLORIDA, Tampa, Florida  
Bachelor of Science, Management

Certified Relocation Professional, CRP; Greater Cincinnati Relocation Council; Worldwide Employee Relocation Council; River Cities Academy Board Member; St. Catherine of Siena PTO President
Evelyn Pence
639 Monroe St. Newport KY 41071 • 937-205-8895
evelyn@pencestudio.com
http://www.evelynpence.com/

Education
1998 MFA Medical and Biological Illustration, University of Michigan, Ann Arbor, MI
1992-95 Northern Kentucky University Dean’s list Highland Heights, KY (post baccalaureate Biology and Fine art)
1991 BS cum laude, Business Administration Marketing, Xavier University, Cincinnati, OH
2011 Board Certification (CMI, Board Certified Medical Illustrator)

Professional Experience
2003-present Owner: Evelyn Pence Illustration, Newport, KY, an illustration studio specialized in the fields of scientific publishing, medical devices, pharmaceutical marketing, packaging, and medical malpractice litigation
2001-03 Graphic designer: University of Cincinnati Department of Geology
1999-01 Medical illustrator and animator, Health Answers, Reston, VA
1997-99 Manager: TopSpins, Inc./MRAngiography.com, Ann Arbor, Michigan

Teaching Experience
1998-99 Adjunct lecturer: Anatomical Sketching, Computer graphics, University of Michigan
1997 Graduate instructor (instructor of record): Drawing I, University of Michigan

Exhibitions
2018 Art Academy of Cincinnati, 6 Perspectives, group illustration exhibition, Cincinnati, OH
2016 Association of Medical Illustrators Annual Meeting, Salon, Exploring Psychology in Modules (Textbook), Atlanta, GA
2015 3-person show, Upstairs at the Greenwich, Cincinnati, OH
2013 Association of Medical Illustrators Annual Meeting, Salon, Comparison of Normal Kidney to Kidney w Calculus and Irreversible Xanthogranulomatous Pyelonephritis, Salt Lake City, UT

Technical & Traditional Skills
Adobe CC Photoshop, Illustrator, Acrobat (proficient) Adobe After Effects, Premier, WordPress, Squarespace, Oil, watercolor, carbon dust, pen and ink, colored pencil, calligraphy

Professional Organizations
Professional Member of the Association of Medical Illustrators, Cincinnati Illustrators

Service
2016-present River Cities Academy founding board member
2008-17, 2005-08 Newport Independent Schools career day presenter
2013-15 Academic team, assistant coach, St. Thomas School
2014 Association of Medical Illustrators Sponsorship Committee
2011 East Row Pool and Social Club Community Pool, Board President

Client List
Calderhead, Lockemeyer & Peschke Law Office, Colgate/Oral B, Ethicon Endosurgery, Foxtail Foods, Hotel Covington, Koligo Therapeutics, Landor Associates, LPK (Global branding), Macmillian Education, Dinsmore & Shohl LLP, MPS Publishing, Pearle Vision, Proctor & Gamble, Ropack (pharma packaging), Seventh Generation (Unilever), University of California San Diego, University of Cincinnati Medical Center
While case-based learning will be the draw and differentiator for this academy, a rigorous core curriculum in English language arts, mathematics, social studies, and science will be implemented to develop the foundational skills and prerequisite knowledge needed for students to successfully participate in case-based learning. The following curriculum maps are provided by RCA’s chosen curricula. These maps will provide an additional resource for teachers as they use the backwards design concepts outlined in Understanding by Design to create rich, interdisciplinary lessons and cases. The following curriculum maps will help teachers quickly compare the state standards with the curriculum content, will allow them to check for gaps and redundancies across curricula, and will provide a basis for their collaborative design of pacing guides, which will ultimately be dependent on the content of their selected cases.
Attachment 2
Scope & Sequence / Curriculum Standards Correlations
EL Education’s grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- **Module lessons (60 minutes of daily instruction):** Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- **Labs (60 minutes of daily instruction):** Build students’ oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students’ progress toward particular standards.
- **K-2 Reading Foundations Skills Block (60 minutes of daily instruction):** Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs’ tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students’ progress on specific standards or sub-standards

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1 For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.
Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus**: The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title**: This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description**: This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts**: These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile**: This details the quantitative range of complexity for the given CCSS grade band—in this case, kindergarten. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task**: This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.
The curriculum map below lists the title of each unit-level assessment, CCSS assessed, and the format.

- Speaking and listening (discussion or oral presentation)
- Drawing and dictation
- Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
- Scaffolded writing (involving planning, drafting, and revision)

**Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.

**Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

**Notes:**

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.

- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
## Kindergarten: Curriculum Map

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Building Literacy in a Collaborative Classroom</td>
<td>Learning through Science and Story</td>
<td>Researching to Build Knowledge and Teach Others</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Toys and Play</td>
<td>Weather Wonders</td>
<td>Trees Are Alive</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>In this module, students build their literacy and citizenship skills as they engage in a study of toys and play. Students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the module texts. Students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences. Finally, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about a classmate’s preferred toy and how the classmate likes to play with it.</td>
<td>In this module, students build their literacy and science skills as they engage in a study of the weather. Students study the science of weather through various informational texts. They create a class weather journal and track their individual learning in a meteorologist’s notebook. Students then broaden their study of weather as they think about how weather affects people in different places around the world. They move on to further explore how weather affects people by reading a variety of narratives where the characters are affected by a weather event. Students are prompted to think about how the weather affects the choices people make about what to wear and what to do each day. For their performance task, they plan and write an imaginary narrative featuring a character affected by the weather.</td>
<td>In this module, students build on their scientific knowledge of trees from Module 3, by exploring the importance of trees to people and their communities. Students learn how different people, both real and imaginary, enjoy and appreciate trees. They consider how real people and characters have used trees to fill a need in their community. Students first learn about the different ways people enjoy trees through reading literature and considering how characters appreciate trees. They write about the different ways trees can be enjoyed in their Enjoying Trees journal, Part II. They then read about the ways planting trees can contribute to a community through reading informational text, and learn to form and write opinions about where they would choose to plant a tree. Finally, students apply their new knowledge of the importance of trees to people by advocating for the appreciation of trees in their own community. For their performance task, they create a beautiful card that invites others to pause and appreciate the trees around them.</td>
</tr>
</tbody>
</table>

*Note: Module 3 lays the foundation for Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.*
### Performance Task

**Lexile®**

**Product:** Describing a Classmate’s Toy Preference  
**Format:** Informational writing and labeled drawing  
**CCSS:** W.K.2, W.K.8, L.K.2c,d.

**Product:** My Weather Story: An Imaginary Weather Narrative  
**Format:** Narrative writing  
**CCSS:** W.K.3, W.K.5, L.K.1a, L.K.2a,c,d, L.K.6.

**Product:** Informational Collage: Tree Experts  
**Format:** Informational collage  
**CCSS:** W.K.2, W.K.5, W.K.8

**Product:** Tree Appreciation Cards  
**Format:** Opinion writing, pencil sketch, and watercolor  
**CCSS:** W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a,b

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1 Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.
## Unit-Level Assessments

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Responding to Text: Thinking about Illustrations and Speaking</td>
<td>Independent Writing about Weather</td>
<td>Reading and Answering Questions about an Informational Text</td>
<td>Comparing and Contrasting Characters from Oliver’s Tree</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Selected response with visuals and partner discussion</td>
<td>Short constructed response with drawing and writing</td>
<td>Selected response and short constructed response with drawing and writing</td>
<td>Short constructed response with drawing and writing and small group discussion</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Writing about the Classroom Toys We Prefer</td>
<td>Identifying Story Elements in One Hot Summer Day</td>
<td>Researching and Writing about How Animals Depend on Trees</td>
<td>Reading about an Author’s Point and Writing Opinions</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Scaffolded writing</td>
<td>Short constructed response with drawing and words</td>
<td>Scaffolded writing</td>
<td>Selected response and scaffolded writing</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy</td>
<td>Reflecting on My Weather Story</td>
<td>Discussing the Needs of Living Things</td>
<td>Adding Ideas with Detailed Drawings</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Partner interview</td>
<td>Small group structured discussion</td>
<td>Series of small group Science Talks (discussion protocol)</td>
<td>Short constructed response with drawing and writing and partner discussion</td>
</tr>
<tr>
<td><strong>CCSS</strong></td>
<td>W.K.8, SL.K.3</td>
<td>SL.K.4, SL.K.6, L.K.1f, L.K.6</td>
<td>SL.K.1a, SL.K.1b</td>
<td>SL.K.5</td>
</tr>
</tbody>
</table>

### Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.
### Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.1</td>
<td>✗</td>
<td>✓</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>RL.K.2</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>RL.K.3</td>
<td></td>
<td></td>
<td>✗</td>
<td>x</td>
</tr>
<tr>
<td>RL.K.4</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>RL.K.5</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>RL.K.6</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>RL.K.7</td>
<td></td>
<td></td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>RL.K.9</td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>RL.K.10</td>
<td></td>
<td></td>
<td></td>
<td>Integrated throughout</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.K.1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RI.K.2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RI.K.3</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>RI.K.4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RI.K.5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RI.K.6</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>RI.K.7</td>
<td></td>
<td>x</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
### Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block curriculum; see Grade Level Scope and Sequence.

### Writing Standards

<table>
<thead>
<tr>
<th>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>❌</td>
<td>❌</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>❌</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.4 (begins in Grade 3)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>❌</td>
<td>❌</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.9 (begins in Grade 4)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W.K.10 (begins in Grade 3)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td></td>
</tr>
</tbody>
</table>
### Speaking and Listening Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.K.1</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.1a</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.1b</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Continue a conversation through multiple exchanges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.2</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.3</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.4</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.5</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.K.6</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td></td>
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</tr>
</tbody>
</table>

### Language Standards

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Print many upper- and lowercase letters. This standard is practiced in the module lessons but explicitly taught and assessed in the K–2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1b</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Use frequently occurring nouns and verbs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1c</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.1d</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
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<tr>
<td>----------</td>
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<td>----------</td>
</tr>
<tr>
<td>L.K.1e</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>L.K.1f</td>
<td></td>
<td>x</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.K.2</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.K.2a</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>L.K.2b</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>L.K.2c</td>
<td>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>This standard is practiced in the module lessons but explicitly taught and assessed in the K-2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.2d</td>
<td>Spelling simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>This standard is practiced in the module lessons but explicitly taught and assessed in the K-2 Reading Foundations Skills Block (see Grade Level Scope and Sequence).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.3</td>
<td>(begins in Grade 2)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.4a</td>
<td>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>L.K.4b</td>
<td>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>L.K.5</td>
<td>With guidance and support from adults, explore word relationships and nuances in word meanings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.5a</td>
<td>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.5b</td>
<td>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>L.K.5c</td>
<td>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.K.5d</td>
<td>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>L.K.6</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
<td>x</td>
<td>x</td>
<td>✓</td>
</tr>
</tbody>
</table>
EL Education’s grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- **Module lessons (60 minutes of daily instruction):** Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- **Labs (60 minutes of daily instruction):** Build students’ oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students’ progress toward particular standards.
- **K-2 Reading Foundations Skills Block (60 minutes of daily instruction):** Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs’ tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

**Structure of a Module**

- Each module provides eight weeks of instruction\(^1\), broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students’ progress on specific standards or sub-standards

\(^1\) For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.
Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #3, building knowledge through content-rich nonfiction.
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 1. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.

Unit-Level Assessments

- Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
- Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
- Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.
The curriculum map below lists the title of each unit-level assessment, CCSS assessed, and the format.
- Speaking and listening (discussion or oral presentation)
- Drawing and dictation
- Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
- Scaffolded writing (involving planning, drafting, and revision)

**Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students’ ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.

**Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

**Notes:**
- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Building Literacy in a Collaborative Classroom</td>
<td>What’s Up in the Sky</td>
<td>Building Expertise through Research</td>
<td>Contributing to the Community</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Tools and Work</td>
<td>A Study of the Sun, Moon, and Stars</td>
<td>Birds’ Amazing Bodies</td>
<td>Caring for Birds</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job through informational text and hands-on experiences. They then extend their understanding of what it takes to do a job when they learn how the “habits of character” of initiative, collaboration, perseverance, and responsibility help them do work. Students also analyze how various characters from literary texts use these habits of character to help them make work easier and solve dilemmas. Finally, students take all they have learned about tools and work to create a “magnificent thing” that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation.</td>
<td>In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. Students begin their study through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Then students focus their study on the scientific concepts of observable patterns of the sun, moon, and stars. Students read informational texts and make observations and take notes in a sky notebook to learn about these patterns. Finally, students synthesize their learning from both their scientific study and study of literature to compose a narrative poem titled “What the Sun Sees.” Students then learn to give feedback to their peers and revise their writing.</td>
<td>In this module, students build their literacy skills as they engage in an in-depth study of birds’ bodies. The module focuses on the following big ideas: Animals have physical features that help them survive, and animals behave in ways that help them survive. Students begin their study by considering the guiding question: “What makes a bird a bird?” They then build research skills and background knowledge about birds through reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement). Students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive. Finally, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research.</td>
<td>In this module, students continue to build on their knowledge of birds from Module 3 to deepen their literacy skills and explore the guiding question: “Why should we care about birds?” Students begin to consider this question by reading a variety of literary texts with characters that care for birds. They then learn about writing opinions as they investigate a specific bird, Pale Male, who built its nest in the heart of New York City. Students read about people’s differing opinions about this nest and then write their own opinions in response to the evidence they gather. Students also learn about some of the problems birds face more generally, and what humans can do to help them live and grow. They learn about the myriad ways birds are helpful to plants, animals, and people. For the performance task, students create a piece of artwork and writing that serves an authentic need in their school or local community: a Feathered Friend Saver. This performance task includes a high quality portrait of a local bird that is formatted to attach to a window. When displayed in a window, the portrait helps to prevent birds from flying into the window. Students also individually create a short piece of writing to teach the recipient of the Feathered Friend Saver facts about birds.</td>
</tr>
</tbody>
</table>

*Note: Module 3 lays the foundation for the work in Module 4. In Module 3, students build deep knowledge about the scientific topic of living things, and trees, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.*
### Grade 1: Curriculum Map

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texts</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Texts</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Texts</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Texts</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
| - *A Chef’s Tools*, Holden Strauss (RI, NC950; one per classroom)  
- *I Use Science Tools*, Kelli L. Hicks (RI, 490; one per classroom)  
- *My Math Toolbox*, Nancy Kelly Allen (RI, N/A; one per classroom)  
- *The Little Red Pen*, Janet Stevens and Susan Stevens Crummel (RL, AD300; six per classroom)  
- *The Most Magnificent Thing*, Ashley Spires (RL, AD380; six per classroom)  
- *Tools*, Ann Morris (RI, BR, six per classroom) | - *Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns*, Martha E. H. Rustad (RI, 370; one per classroom)  
- *Kitten’s First Full Moon*, Kevin Henkes (RI, 360, two per classroom)  
- *Papa, Please Get the Moon for Me*, Eric Carle (RL, AD310; one per classroom)  
- *Summer Sun Risin’*, W. Nikola-Lisa (RL, N/A; six per classroom)  
- *Sun and Moon*, Lindsey Yankey (RL, N/A; one per classroom)  
- *What Makes Day and Night*, Franklyn M. Branley (RI, 230; six per classroom)  
- *What the Sun Sees, What the Moon Sees*, Nancy Tafuri (RL, 260; six per classroom)  
- *Why the Sun and the Moon Live in the Sky*, Elphinstone Dayrell (RL, 570; one per classroom)  
- “Elvin, the Boy Who Loved the Sky,” 2016. Written by EL Education for instructional purposes. (RL; included in the module materials)  
- “What are They?: The Sun, Moon, and Stars,” 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials)  
- “What We See: The Sun, Moon, and Stars,” 2016. Written by Vaishali Joshi for EL Education for instructional purposes. (RI; included in the module materials) | - *Beaks, Sneeze Collard*, (RI, IG 970; one per classroom)  
- *Birds, Kevin Henkes* (RL, AD410; one per classroom)  
- *Birds (Scholastic Discover More)*, Penelope Arlon and Tony Gordon-Harris (RI, 620; one per pair)  
- *Feathers: Not Just for Flying*, Melissa Stewart (RI, 910; one per pair)  
- *Flight School*, Lila Judge (RL, AD420; one per classroom)  
- *Just Ducks, Nicola Davis* (RL, AD940; one per classroom)  
- *Little Kids First Big Book of Birds*, Catherine Hughes (RI, NC800; one per pair)  
- “Did You Know?” 2016. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials) | - *A Place for Birds*, Melissa Stewart (RL, 520; one per pair)  
- *City Hawk, The Story of Pale Male* (RL, AD880; one per classroom)  
- *Lost and Found*, Oliver Jeffers (RL, N/A; one per classroom)  
- *Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation*, Christie Gove-Berg (RL, 520; one per classroom)  
- *Olivia’s Birds: Saving the Gulf*, Olivia Bouler (RI, 880; one per classroom)  
- *Pierre the Penguin: A True Story*, Jean Marzollo (RL, AD580; one per classroom)  
- *The Lion and the Bird*, Marianne Dubuc (RL, AD160; one per classroom)  
- "Birds are Human Helpers.” (RI, one per student; included in the module materials)  
- “What’s Best? The Debate About Pale Male’s Nest” (RI, one per student; included in the module materials) |

<table>
<thead>
<tr>
<th><strong>Lexile®</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Lexile®</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Lexile®</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Lexile®</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Task</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
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<th><strong>Performance Task</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Performance Task</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
</table>
| **Product**: A Magnificent Thing for the Classroom  
**Format**: Product creation and informational writing  
**CCSS**: W.1.2, SL.1.1 | **Product**: Revising and Editing “What the Sun Sees” Narrative Poems  
**Format**: Narrative poems  
**CCSS**: W.1.5, L.1.1f,j, L.1.2b | **Product**: Expert Bird Riddle Card and Scientific Drawing  
**Format**: Informational riddle  
**CCSS**: W.1.5, W.1.7, L.1.1f,g, L.1.2b,e  
**NGSS**: 1.LS1.A | **Product**: Feathered Friend Saver  
**Format**: Informational paragraph and Scientific Bird illustration  
**CCSS**: W.1.2, W.1.5, W.1.6, L.1.1b,f,g, L.1.2a,b,c |

<sup>1</sup>Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.
Unit-Level Assessments

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> Focused Read-aloud and Writing about Tools</td>
<td><strong>Title:</strong> Focused Read-aloud Session 4 and Writing about Habits of Character</td>
<td><strong>Title:</strong> Writing to Show Understanding: Describing a Habit of Character</td>
<td><strong>Title:</strong> Comparing and Contrasting Pierre the Penguin and Maggie the One-Eyed Peregrine Falcon</td>
</tr>
<tr>
<td><strong>Format:</strong> Picture sort, speaking and listening, and short constructed response</td>
<td><strong>Format:</strong> Selected response and short constructed response</td>
<td><strong>Format:</strong> Scaffolded writing</td>
<td><strong>Format:</strong> Selected response and short constructed response</td>
</tr>
<tr>
<td><strong>CCSS:</strong> RI.1.1, RI.1.7, SL.1.1, L.1.5a</td>
<td><strong>CCSS:</strong> SL.1.1a, b, SL.1.4</td>
<td><strong>CCSS:</strong> SL.1.1c, SL.1.5</td>
<td><strong>CCSS:</strong> RL.1.1, RL.1.3, RL.1.9</td>
</tr>
<tr>
<td><strong>Title:</strong> Reading and Answering Questions about Kitten’s First Full Moon</td>
<td><strong>Title:</strong> Discussing Observable Patterns in the Sky</td>
<td><strong>Title:</strong> Using Observations of the Sun to Write a Narrative Poem</td>
<td><strong>Title:</strong> Identifying Reasons People Need Birds</td>
</tr>
<tr>
<td><strong>Format:</strong> Drawing and short constructed response</td>
<td><strong>Format:</strong> Science Talk (discussion protocol)</td>
<td><strong>Format:</strong> Scaffolded writing</td>
<td><strong>Format:</strong> Selected response and short constructed response</td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.2, L.1.6</td>
<td><strong>CCSS:</strong> SL.1.1a, b, d, g, L.1.2a, b, e, L.1.6</td>
<td><strong>CCSS:</strong> W.1.3, L.1.1f, L.1.1g, L.1.2b</td>
<td><strong>CCSS:</strong> RL.1.1, RL.1.4, RL.1.8, SL.1.2, L.1.1a, L.1.1b, L.1.4c</td>
</tr>
<tr>
<td><strong>Title:</strong> Informational Reading Short Response about Birds</td>
<td><strong>Title:</strong> Informative Writing: Birds’ Body Parts Help Them Survive</td>
<td><strong>Title:</strong> Responding to Text: Thinking about Illustrations and Speaking</td>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Format:</strong> Selected response and short constructed response</td>
<td><strong>Format:</strong> Scaffolded writing</td>
<td><strong>Format:</strong> Speaking and listening</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS:</strong> RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7</td>
<td><strong>CCSS:</strong> W.1.2, W.1.7</td>
<td><strong>CCSS:</strong> SL.1.1c, SL.1.5</td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong> Identifying Reasons People Need Birds</td>
<td><strong>Format:</strong> Selected response and short constructed response</td>
<td><strong>Title:</strong> Responding to Text: Thinking about Illustrations and Speaking</td>
<td></td>
</tr>
<tr>
<td><strong>Format:</strong> Selected response and short constructed response</td>
<td><strong>Format:</strong> Scaffolded writing</td>
<td><strong>Format:</strong> Speaking and listening</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL.1.1, RL.1.3, RL.1.9</td>
<td><strong>CCSS:</strong> W.1.1, W.1.7, W.1.8</td>
<td><strong>CCSS:</strong> SL.1.1c, SL.1.5</td>
<td></td>
</tr>
</tbody>
</table>

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.
### Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.1 Ask and answer questions about key details in a text.</td>
<td>✗</td>
<td>✓</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RL.1.3 Describe characters, settings, and major events in a story, using key details.</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.6 Identify who is telling the story at various points in a text.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RL.1.8 (not applicable to literature)</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
<td></td>
<td></td>
<td></td>
<td>Integrated throughout.</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.1.1 Ask and answer questions about key details in a text.</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RI.1.2 Identify the main topic and retell key details of a text.</td>
<td></td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td></td>
<td></td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
<td></td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum; see Grade Level Scope and Sequence documents.

### Writing Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1.1</td>
<td>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>W.1.2</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>W.1.3</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.1.4 (begins in Grade 3)</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W.1.5</td>
<td>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>W.1.6</td>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>W.1.7</td>
<td>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</td>
<td>✗</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>
## Speaking and Listening Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.1.1</strong> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>SL.1.1a</strong> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>SL.1.1b</strong> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>SL.1.1c</strong> Ask questions to clear up any confusion about the topics and texts under discussion.</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td><strong>SL.1.2</strong> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td><strong>SL.1.3</strong> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SL.1.4</strong> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td>
<td>✗</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>SL.1.5</strong> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td></td>
<td>✗</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>SL.1.6</strong> Produce complete sentences when appropriate to task and situation.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

## Language Standards

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.1a</strong> Print all upper- and lowercase letters.</td>
<td></td>
<td>Taught and assessed in the K-2 Reading Foundations Skills Block</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.1b</strong> Use common, proper, and possessive nouns.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td><strong>L.1.1c</strong> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
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<td>----------</td>
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</tr>
<tr>
<td>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me,</td>
<td>✓</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>them, their, anyone, everything).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.1e Use verbs to convey a sense of past, present, and future (e.g.,</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.1f Use frequently occurring adjectives.</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so,</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>because).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.1h Use determiners (e.g., articles, demonstratives).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.1.1i Use frequently occurring prepositions (e.g., during, beyond,</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>toward).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.1j Produce and expand complete simple and compound declarative,</td>
<td>✓</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interrogative, imperative, and exclamatory sentences in response to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prompts.</td>
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</tr>
<tr>
<td>L.1.2 Demonstrate command of the conventions of standard English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.2a Capitalize dates and names of people.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>L.1.2b Use end punctuation for sentences.</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>L.1.2c Use commas in dates and to separate single words in a series.</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>L.1.2d Use conventional spelling for words with common spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>patterns and for frequently occurring irregular words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and spelling conventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.3 (begins in Grade 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>words and phrases based on grade 1 reading and content, choosing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>flexibly from an array of strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.4a Use sentence-level context as a clue to the meaning of a word or</td>
<td>✓</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>phrase.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.4b Use frequently occurring affixes as a clue to the meaning of a</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.4c Identify frequently occurring root words (e.g., look) and their</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>inflectional forms (e.g., looks, looked, looking).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.1.5 With guidance and support from adults, demonstrate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding of word relationships and nuances in word meanings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1: Curriculum Map</td>
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<tr>
<td><strong>Module 1</strong></td>
<td><strong>Module 2</strong></td>
<td><strong>Module 3</strong></td>
<td><strong>Module 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.5a</strong> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.5b</strong> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.5c</strong> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1.5d</strong> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.1.6</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
<td></td>
<td></td>
<td>Integrated throughout.</td>
<td></td>
</tr>
</tbody>
</table>
Grade 2: Curriculum Map

EL Education's grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards ( ) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs' tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

**Structure of a Module**

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
  - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students' progress on specific standards or sub-standards

---

1 For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.
Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus**: The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.

- **Texts**: These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.

- **Lexile**: This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 2. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.

- **Performance Task**: This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.

- **Unit-Level Assessments**
  - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
  - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
  - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.
  - The curriculum map on the following pages lists the title of each unit-level assessment, CCSS assessed, and the format.

  - Speaking and listening (discussion or oral presentation)
  - Drawing and dictation
- Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
- Scaffolded writing (involving planning, drafting, and revision)

**Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students’ ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.

**Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

**Notes:**
- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Building Literacy in a Collaborative Classroom</td>
<td>Learning through Science and Story</td>
<td>Researching to Build Knowledge and Teach Others</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Schools and Community</td>
<td>Fossils Tell of Earth’s Changes</td>
<td>The Secret World of Pollination</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin by exploring the module-guiding question—“What is school, and why are schools important?”—through a variety of literary and nonfiction texts about schools. Students then build on this understanding by learning about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. This leads students to consider the similarities and differences between their own school and some of the schools they have read about. They use their learning to produce an informational book detailing these similarities and differences, and what makes school important overall in a short book titled “The Most Important Thing about Schools.”</td>
<td>In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by exploring the guiding question: “What do paleontologists do?” Students learn about Mary Anning, a famous fossil hunter. Students are introduced to the skill of answering selected response questions in this module and are taught how to read and answer questions in this format. Students then build knowledge about fossils and how they are formed in order to learn more deeply about how fossils show evidence of the changes that have occurred on earth over time. Finally, they take on the role of author as they create an illustrated narrative about a paleontologist discovering a fossil.</td>
<td>In this module, students build their research skills and science knowledge through a study of plants and pollinators. They discover this “the secret world” of plants and pollinators by first building their knowledge of plants, their needs, and their life cycle through reading, observing, conducting experiments, and discussing their findings. Students then move on to research the role of insect pollinators in helping plants grow and survive. Their research skills are built through both whole group and supported small group research on insect pollinators. They use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process. Finally, they extend and apply their understanding of pollination and pollinators through the preparation of a poster and an oral presentation of their learning about the “secret world of plants and pollinators.”</td>
</tr>
</tbody>
</table>

*Note: Module 3 lays the foundation for the work in Module 4. In Module 3, students build deep knowledge about the scientific topic of living things, and pollinators, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.*
In Modules 1 and 2, students consistently hear complex texts read aloud—typically two or three grade levels above their independent reading level—to practice building higher-level comprehension skills. In Modules 3 and 4, students continue to hear complex text read aloud, while also reading complex text (within their grade band’s Lexile range of 420L–820L) with greater independence1. Note that this shift is reflected in Lexile levels seen above.

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1 Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

2 Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf
### Performance Task

**Module 1**
- **Product:** “The Most Important Thing about Schools”
- **Format:** Informational book
- **CCSS:** W.2.2, W.2.5, L.2.2

**Module 2**
- **Product:** Illustrated Narrative about Discovering a Fossil
- **Format:** Illustrated Narrative
- **CCSS:** W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5

**Module 3**
- **Product:** The Secret World of Plants and Pollinators
- **Format:** Poster and oral presentation
- **CCSS:** W.2.5, W.2.7, SL.2.4

**Module 4**
- **Product:** Wildflower Seed Packet
- **Format:** Opinion writing and drawing
- **CCSS:** W.2.1, W.2.2, W.2.5, W.2.6

### Unit-Level Assessments

<table>
<thead>
<tr>
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<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| **Title:** Writing in Response to The Invisible Boy  
**Format:** Short constructed response  
**CCSS:** RL.2.1, RL.2.3, RL.2.7 | **Title:** Answering Questions about a Literary Text  
**Format:** Selected response and short constructed response  
**CCSS:** RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2 | **Title:** Using Strategies to Read Informational Text  
**Format:** Selected response and short constructed response  
**CCSS:** RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, L.2.4e. | **Title:** Reading, Comparing and Contrasting, and Creating a Videobook of Stories  
**Format:** selected response, short constructed response and videobook  
**CCSS:** RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.9, SL.2.2, SL.2.5 |
| **Unit 2** | | | |
| **Title:** Reading and Writing about Schools around the World  
**Format:** Close read-aloud with short constructed response and extended response  
**CCSS:** RI.2.1, W.2.2 | **Title:** Answering Questions about an Informational Text  
**Format:** Selected response and short constructed response  
**CCSS:** RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.4a, L.2.4c | **Title:** Drafting a New Informational Paragraph, Part I and Part II  
**Format:** Scaffolded writing  
**CCSS:** W.2.2, W.2.7, W.2.8 | **Title:** Reading and Writing Opinions  
**Format:** Selected response, short constructed response, and scaffolded writing  
**CCSS:** RL.2.1, RI.2.2, RI.2.8, RI.2.9, W.2.1 |
| **Unit 3** | | | |
| **Title:** Responding to Text through Speaking and Listening  
**Format:** Small group collaborative conversation (discussion protocol)  
**CCSS:** SL.2.1b, SL.2.c | **Title:** Writing a Narrative about Discovering a Fossil  
**Format:** Scaffolded writing  
**CCSS:** W.2.3, W.2.5, L.2.1d, L.2.2 | **Title:** Oral Presentations  
**Format:** Speaking and listening  
**CCSS:** SL.2.4 | **Title:** Presentation and Reflection on Habits of Character, Work, and Learning  
**Format:** Oral presentation  
**CCSS:** SL.2.1a, SL.2.1b, SL.2.6 |

### Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.
## Grade 2: Curriculum Map

### Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.3 Describe how characters in a story respond to major events and challenges.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.8 (RL.2.8 not applicable to literature)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

### Reading Standards for Informational Text

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Module 1</strong></td>
<td><strong>Module 2</strong></td>
<td><strong>Module 3</strong></td>
<td><strong>Module 4</strong></td>
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<tr>
<td><strong>RI.2.5</strong> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.2.6</strong> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.2.7</strong> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.2.8</strong> Describe how reasons support specific points the author makes in a text.</td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td><strong>RI.2.9</strong> Compare and contrast the most important points presented by two texts on the same topic.</td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td><strong>RI.2.10</strong> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td></td>
<td></td>
<td>Integrated throughout.</td>
<td></td>
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</tbody>
</table>

**Reading Standards: Foundational Skills**

*Note: These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum (see Grade Level Scope and Sequence documents).*

**Writing Standards**

<table>
<thead>
<tr>
<th><strong>Writing Standards</strong></th>
<th><strong>Module 1</strong></th>
<th><strong>Module 2</strong></th>
<th><strong>Module 3</strong></th>
<th><strong>Module 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.2.1</strong> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td><strong>W.2.2</strong> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.2.3</strong> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W.2.4</strong> (begins in grade 3)</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>W.2.5</strong> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Grade 2: Curriculum Map

<table>
<thead>
<tr>
<th>W.2.6</th>
<th>Module 1</th>
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<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>W.2.7</td>
<td>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>W.2.8</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>W.2.9 (begins in grade 4)</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W.2.10 (begins in grade 3)</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Speaking and Listening Standards

<table>
<thead>
<tr>
<th>SL.2.1</th>
<th>Module 1</th>
<th>Module 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
### Language Standards

**Note:** Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart below shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1a Use collective nouns (e.g., group).</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1c Use reflexive pronouns (e.g., myself, ourselves).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2a Capitalize holidays, product names, and geographic names.</td>
<td>✓ ✓ ✓ ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2b Use commas in greetings and closings of letters.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage &amp; badge; boy &amp; boil).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.3a Compare formal and informal uses of English.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>L.2.4b</strong> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4c</strong> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4d</strong> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.4e</strong> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.2.5</strong> Demonstrate understanding of word relationships and nuances in word meanings.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.2.5a</strong> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.2.5b</strong> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.2.6</strong> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</td>
<td></td>
<td></td>
<td></td>
<td>Integrated throughout.</td>
</tr>
</tbody>
</table>
EL Education’s Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy

Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education’s 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

**Structure of a Module**

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:

— A final performance task that is a more supported project, often involving research

— Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

**Structure of a Year of Instruction**

There are four modules per grade level.

Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).
How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

**Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.

**Title:** This signals the topic students will be learning about (often connected to social studies or science).

**Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).

**Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.

**Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.

**Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)

**Unit-Level Assessments**

- Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
- Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
- End of unit assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map below lists the title of each assessment, CCSS assessed, and the format.
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
— Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded)
— Speaking and listening (discussion or oral presentation)
— Scaffolded essay (involving planning, drafting, and revision)

**Standards:** For each module, the standards formally assessed are indicated with a check mark.

**Note:** The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
<table>
<thead>
<tr>
<th>Focus</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Closely and Writing to Learn</td>
<td>Researching to Build Knowledge and Teach Others</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Gathering Evidence and Speaking to Others</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Overcoming Learning Challenges Near and Far</td>
<td>Adaptions and the Wide World of Frogs</td>
<td>Exploring Literary Classics</td>
<td>Water Around the World</td>
</tr>
<tr>
<td>Description</td>
<td>Students launch the year by building their close reading skills; they hear stories read aloud, read works in their entirety, and read more challenging excerpts closely. Through stories they consider the challenges students face with access to books and education around the world, and how geography and where one lives in the world affect how one accesses books. In Unit 3, students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers and identify strategies to overcome those challenges. They write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges, and then create a bookmark outlining the strategies for quick reference when reading.</td>
<td>In this module, students use literacy skills to become experts—people who use reading, writing, listing, and speaking to build and share deep knowledge about a topic. Students begin the module by reading and writing pourquoi narratives to attempt to answer some of their “why” questions about frogs. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate their research. In Unit 3, students research “freaky” frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world, in expert groups. They demonstrate their expertise through a Freaky Frog book and trading card to educate students in Grades 2 and 3.</td>
<td>What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of <em>Peter Pan</em> by J.M. Barrie. At the beginning of the module, students read an informational text about the author and historical context. As students read chapters of <em>Peter Pan</em>, they consider how each new chapter builds on the events in previous chapters, and make connections between what they have read in <em>Peter Pan</em> and the issues presented in the informational text. They analyze character traits and actions, and compare their point of view to the point of view of the characters. Once students have finished reading <em>Peter Pan</em>, they write a book review explaining whether or not they would recommend the story to a friend, and participate in a discussion about their opinions of the book. Students finish the module by revising a scene from <em>Peter Pan</em> and creating a presentation explaining why and how they have revised that scene.</td>
<td>This module focuses on the importance of clean freshwater around the world. Students read the text <em>One Well: The Story of Water on Earth</em> and additional informational texts to build background knowledge about freshwater around the world and three water issues: access to water, demands on water, and water pollution. They gather evidence as they research in order to write an opinion essay about the importance of water conservation. At the end of the module, students plan and create a video public service announcement to educate people about their chosen water issue and to encourage people to take action with specific recommendations to solve the problem. For the performance task, students present a live “launch” of the PSA (public service announcement), which includes a personal reflection on why this issue is important and a brief description of the process of creating a public service announcement.</td>
</tr>
</tbody>
</table>
# Grade 3: Curriculum Map

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rain School, Rumford, James (RL, 420L; one per student)</td>
<td>• Bullfrog at Magnolia Circle, Dennard, Deborah, and Kristin Kest (RL, N/A, one per student)</td>
<td>• Peter Pan, Barrie, J.M. (RL, N/A, one per student)</td>
<td>• Water Dance, Locker, Thomas (RL, 310L; teacher copy only)</td>
</tr>
<tr>
<td>• Nasreen’s Secret School: A True Story from Afghanistan, Winter, Jeanette (RL, 630L; one per student)</td>
<td>• Lizards, Frogs, and Polliwogs: Poems and Paintings, Florian, Douglas (RL, N/A; teacher copy only)</td>
<td>• Peter Pan in Kensington Gardens, J.M. Barrie (RL, 780L; included in the module materials)</td>
<td>• The Boy Who Harnessed the Wind, Kamkwamba, William and Mealer, Bryan (RL, 910L; teacher copy only)</td>
</tr>
<tr>
<td>• Thank You, Mr. Falker, Polacco, Patricia (RL, 650L; teacher copy only)</td>
<td>• “Why the Poison Dart Frog Is So Colorful.” Written by EL Education for instructional purposes (RL, 680L; included in the module materials)</td>
<td>• “Peter Pan: The Author and Historical Context.” Written by EL Education for instructional purposes (RI, 970L; included in the module materials)</td>
<td>• One Well: The Story of Water on Earth, Strauss, Rochelle (RI, 960L, one per student)</td>
</tr>
<tr>
<td>• More Than Anything Else, Bradby, Marie (RL, 660L; teacher copy only)</td>
<td>• “Why the Frog Has a Long Tongue.” Written by EL Education for instructional purposes (RL, 670L; included in the module materials)</td>
<td>• “Access to Freshwater.” Excerpt of Plan UK. “The Problems and Solutions to Safe Water in Africa.” Triple Pundit (RI, N/A; included in the module materials)</td>
<td>• “Access to Freshwater.” Excerpt of “The Effects of Urbanization on Water Quality: Population Growth.” USGS (RI, N/A; included in the module materials)</td>
</tr>
<tr>
<td>• Waiting for the Biblioburro, Brown, Monica (RL, 880L; teacher copy only)</td>
<td>• “Transparent Wonder.” Written by EL Education for instructional purposes (RI, 510L; included in the module materials)</td>
<td>• “Population Growth.” Excerpt of “The Effects of Urbanization on Water Quality: Population Growth.” USGS (RI, N/A; included in the module materials)</td>
<td>• “Real Lives: Angola, Africa.” UNICEF (RI, N/A; included in the module materials)</td>
</tr>
<tr>
<td>• “More Than Anything Else: Context.” Written by EL Education for instructional purposes (RI, 830L; one per student)</td>
<td>• “All about the Water-Holding Frog.” Written by EL Education for instructional purposes (RI, 620L; included in the module materials)</td>
<td>• “Dry Days in Australia.” Ann Weil (RI, N/A; included in the module materials)</td>
<td>• “Dry Days in Australia.” Ann Weil (RI, N/A; included in the module materials)</td>
</tr>
<tr>
<td>• My Librarian Is a Camel: How Books Are Brought to Children around the World, Ruurs, Margriet (RI, 980L; teacher copy only)</td>
<td>• “The Amazon Horned Frog.” Written by EL Education for instructional purposes (RI, 630L; included in the module materials)</td>
<td>• “Real Lives: Angola, Africa.” UNICEF (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>• Bullfrog at Magnolia Circle, Dennard, Deborah, and Kristin Kest (RL, N/A, one per student)</td>
<td>• “Poison Dart Frog.” Written by EL Education for instructional purposes (RI, 620L; included in the module materials)</td>
<td>• Everything You Need to Know about Frogs: And Other Slippery Creatures, DK Publishing (RI, 1040L; one per student)</td>
<td></td>
</tr>
<tr>
<td>• Lizards, Frogs, and Polliwogs: Poems and Paintings, Florian, Douglas (RL, N/A; teacher copy only)</td>
<td>• Everything You Need to Know about Frogs: And Other Slippery Creatures, DK Publishing (RI, 1040L; one per student)</td>
<td>• Water Dance, Locker, Thomas (RL, 310L; teacher copy only)</td>
<td></td>
</tr>
</tbody>
</table>

¹The texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexile</strong></td>
<td><strong>Lexile</strong></td>
<td><strong>Lexile</strong></td>
<td><strong>Lexile</strong></td>
</tr>
<tr>
<td><strong>Performance Task</strong></td>
<td><strong>Performance Task</strong></td>
<td><strong>Performance Task</strong></td>
<td><strong>Performance Task</strong></td>
</tr>
<tr>
<td>Product: Reading Strategies Bookmark Format: bookmark <strong>CCSS:</strong> W.3.4, W.3.5</td>
<td>Product: Freaky Frog Book and Trading Card Format: compiled book including pourquoi narrative (from Unit 1), and informative writing (from Units 2 and 3); trading card <strong>CCSS:</strong> RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6</td>
<td>Product: Presenting a Revised Scene from <em>Peter Pan</em> Format: presentation <strong>CCSS:</strong> RF.3.4b, SL.3.4, SL.3.6</td>
<td>Product: Water PSA Live Launch Presentation Format: presentation <strong>CCSS:</strong> SL.3.4, SL.3.6, L.3.3b</td>
</tr>
</tbody>
</table>

2Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
## Grade 3: Curriculum Map

### Unit-Level Assessments

<table>
<thead>
<tr>
<th></th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
</table>
| **Mid-Unit 1**   | **Title:** Collaborative Discussions about Independent Reading Books  
                 **Format:** text-based discussion  
                 **CCSS:** SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, SL.3.6  
                                 | **Title:** Reading and Understanding Poetry and Pourquoi Tales  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, L.3.4  
                                 | **Title:** Answering Questions about a Literary Text  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4  
                                 | **Title:** Answering Questions about an Informational Text  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.10, SL.3.2, L.3.1a, L.3.4  
| **End of Unit 1**| **Title:** Answering Questions about a Literary Text  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4  
                                 | **Title:** Reading and Writing a Pourquoi Tale  
                 **Format:** selected response and on-demand narrative  
                 **CCSS:** RF.3.4, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.6  
                                 | **Title:** Analyzing Characters in Peter Pan  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5  
                                 | **Title:** Comparing and Contrasting Informational Texts  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RI.3.1, RI.3.2, RI.3.9, RI.3.10, L.3.1a  
| **Mid-Unit 2**   | **Title:** Answering Questions and Identifying the Main Idea of an Informational Text  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4  
                                 | **Title:** Reading and Researching about Reptiles and Amphibians  
                 **Format:** selected response, short constructed response and research graphic organizer  
                 **CCSS:** RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, L.3.1d, L.3.1e, L.3.4  
                                 | **Title:** Comparing Two Peter Pan Stories  
                 **Format:** selected response and graphic organizer  
                 **CCSS:** RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4  
                                 | **Title:** Examining Point of View  
                 **Format:** selected response and short constructed response  
                 **CCSS:** RI.3.1, RI.3.6, RI.3.10, L.3.5a  
| **End of Unit 2**| **Title:** Informative Paragraph: the Challenge of Accessing Books  
                 **Format:** on-demand informative paragraph  
                 **CCSS:** RI.3.1, RI.3.2, RI.3.10, and W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, W.3.10  
                                 | **Title:** Informative Paragraph: Describing Poison Dart Frogs  
                 **Format:** on-demand informative paragraph  
                 **CCSS:** RI.3.1, RI.3.4, RI.3.8, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1d, L.3.1e, L.3.4  
                                 | **Title:** Revising a Book Review and Participating in a Text-Based Discussion  
                 **Format:** revising writing and discussion  
                 **CCSS:** RL.3.1, W.3.1c, W.3.5, SL.3.1, L.3.2e, L.3.2f, L.3.2g, L.3.3b  
                                 | **Title:** Opinion Essay: Demand for Water and the Importance of Water Conservation  
                 **Format:** on-demand opinion essay  
                 **CCSS:** RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b  
| **Mid-Unit 3**   | **Title:** Informative Paragraph: The Lesson of More Than Anything Else  
                 **Format:** short constructed response  
                 **CCSS:** RL.3.1, RL.3.2, RL.3.3, W.3.2, W.3.10  
                                 | **Title:** Informative Paragraph: Describing Freaky Frog Adaptations  
                 **Format:** selected response and on-demand informative paragraph  
                 **CCSS:** RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, L.3.1e  
                                 | **Title:** Narrative Writing: Revising a Scene from Peter Pan  
                 **Format:** selected response and on-demand narrative  
                 **CCSS:** W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a  
                                 | **Title:** Informational Writing: Invitational Letter  
                 **Format:** on-demand informative letter  
                 **CCSS:** W.3.2, W.3.4, W.3.10, L.3.1c, L.3.2b  
| **End of Unit 3**| **Title:** Recording an Audiobook and Revising Reading Contract  
                 **Format:** reading aloud and revising an essay  
                 **CCSS:** RF.3.3, RF.3.4b, SL.3.5, W.3.2, W.3.5  
                                 | **Title:** Informative Essay: Revising and Editing a Description of My Freaky Frog  
                 **Format:** revising an informative essay  
                 **CCSS:** W.3.2, W.3.5, L.3.1h, L.3.1i, L.3.6  
                                 | **Title:** Reading Aloud a New Text for Fluency  
                 **Format:** reading aloud  
                 **CCSS:** RF.3.3, RF.3.4  
                                 | **Title:** Water Issue Video PSA  
                 **Format:** informative video  
                 **CCSS:** RI.3.1, SL.3.4, SL.3.6  

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

In the curriculum map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.

Some standards are formally assessed in multiple modules.

Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”

Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
# Grade 3: Curriculum Map

## Reading Standards for Literature

<table>
<thead>
<tr>
<th>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
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<thead>
<tr>
<th>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</table>

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<thead>
<tr>
<th>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
<td>✓</td>
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<thead>
<tr>
<th>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tr>
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<tr>
<th>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
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</table>

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<thead>
<tr>
<th>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
<td>✓</td>
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</table>

<table>
<thead>
<tr>
<th>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated throughout.</td>
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</tbody>
</table>
### Reading Standards for Informational Text

<table>
<thead>
<tr>
<th>Standard Description</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.3.1</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>RI.3.2</strong> Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>RI.3.3</strong> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>RI.3.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>RI.3.5</strong> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td><strong>RI.3.6</strong> Distinguish their own point of view from that of the author of a text.</td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td><strong>RI.3.7</strong> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>RI.3.8</strong> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
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<tr>
<td><strong>RI.3.9</strong> Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
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<td><strong>RI.3.10</strong> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
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## Grade 3: Curriculum Map

### Reading Standards: Foundational Skills

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### Writing Standards

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## Speaking and Listening Standards

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<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td><strong>SL.3.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>SL.3.1a</strong> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>SL.3.1b</strong> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
<td>✓</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td><strong>SL.3.1c</strong> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>SL.3.1.d</strong> Explain their own ideas and understanding in light of the discussion.</td>
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<td>✓</td>
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</tr>
<tr>
<td><strong>SL.3.2</strong> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td></td>
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<tr>
<td><strong>SL.3.3</strong> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td>
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<tr>
<td><strong>SL.3.4</strong> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
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<tr>
<td><strong>SL.3.5</strong> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>✓</td>
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<tr>
<td><strong>SL.3.6</strong> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
<td>✓</td>
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</table>
## Language Standards

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td><strong>L.3.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td><strong>L.3.1a</strong> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>L.3.1b</strong> Form and use regular and irregular plural nouns.</td>
<td></td>
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<tr>
<td><strong>L.3.1c</strong> Use abstract nouns (e.g., childhood).</td>
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<tr>
<td><strong>L.3.1d</strong> Form and use regular and irregular verbs.</td>
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<td>✓</td>
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<tr>
<td><strong>L.3.1e</strong> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</td>
<td></td>
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<tr>
<td><strong>L.3.1f</strong> Ensure subject-verb and pronoun-antecedent agreement.</td>
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<tr>
<td><strong>L.3.1g</strong> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
<td></td>
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<tr>
<td><strong>L.3.1h</strong> Use coordinating and subordinating conjunctions.</td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>L.3.1i</strong> Produce simple, compound, and complex sentences.</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>L.3.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>L.3.2a</strong> Capitalize appropriate words in titles.</td>
<td></td>
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<tr>
<td><strong>L.3.2b</strong> Use commas in addresses.</td>
<td></td>
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<tr>
<td><strong>L.3.2c</strong> Use commas and quotation marks in dialogue.</td>
<td></td>
<td></td>
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<tr>
<td><strong>L.3.2d</strong> Form and use possessives.</td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td><strong>L.3.2e</strong> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.2f</strong> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</td>
<td></td>
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<td>✓</td>
</tr>
<tr>
<td><strong>L.3.2g</strong> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.3a</strong> Choose words and phrases for effect.</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>L.3.3b</strong> Recognize and observe differences between the conventions of spoken and written standard English.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.4</strong> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.4a</strong> Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.4b</strong> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.4c</strong> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.4d</strong> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>L.3.5</strong> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.5a</strong> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.5b</strong> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.5c</strong> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>L.3.6</strong> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
EL Education’s Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education’s 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

**Structure of a Module**

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

**Structure of a Year of Instruction**

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).
How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.

- **Title:** This signals the topic students will be learning about (often connected to social studies or science).

- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).

- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.

- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.

- **Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)

- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, CCSS assessed, and the format.
    - Selected response (multiple choice questions)
    - Short constructed response (short answer questions)
● Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded)
● Speaking and listening (discussion or oral presentation)
● Scaffolded essay (involving planning, drafting, and revision)

■ Standards: For each module, the standards formally assessed are indicated with a check mark.

Note: The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Reading Closely and Writing to Learn</td>
<td>Researching to Build Knowledge and Teach Others</td>
<td>Considering Perspectives and Supporting Opinions</td>
<td>Gathering Evidence and Speaking to Others</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Module Title</strong></td>
</tr>
<tr>
<td>Poetry, Poets, and Becoming Writers</td>
<td>Animal Defense Mechanisms</td>
<td>The American Revolution</td>
<td>Responding to Inequality: Ratifying the 19th Amendment</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Students launch the year by exploring what inspires writers to write—specifically what inspires poets to write poetry. They begin by reading and analyzing the novel <em>Love That Dog</em> by Sharon Creech, and learn about the characteristics of poetry by closely reading famous poems featured in the novel. They read about what inspired famous poets and look for evidence of this in their poems, before writing their own original poems. For the performance task, students present their poem and explain what inspired them to write the poem in a presentation with visuals to an audience.</td>
<td>Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. They also build proficiency in writing a choose-your-own adventure narrative piece about this animal. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. In their writing they describe their animal’s physical characteristics, habitat, predators, and defense mechanisms.</td>
<td>How does one’s perspective influence his or her opinion? In this module, students consider the answer to this question through the lens of the American Revolution. They begin by building background knowledge about the Revolutionary War and the different perspectives of colonists. They read informational texts to determine the main idea, analyze the overall structure of the text, and summarize the texts. Students then read the historical fiction play <em>Divided Loyalties</em> to deepen their understanding of the Patriot and Loyalist perspectives. They focus on character thoughts, feelings, and actions in response to the different perspectives on the American Revolution. At the end of the module, students synthesize their research on the Revolutionary War and perspectives to write an opinion piece from the Patriot perspective outlining reasons colonists should join the Patriot and Loyalist cause in the form of a broadside.</td>
<td>This module uses literature and informational text to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, and to recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial inequality at that time. Students read <em>The Hope Chest</em> by Karen Schwabach and also informational firsthand and secondhand accounts of real-life responses to inequality. They identify themes in each chapter and summarize events that show evidence of a theme. At the end of the module, students connect their learning about the process of ratifying the 19th Amendment to their own lives as they focus on how students can make a difference and contribute to a better world. They research how students around the world have made a difference, before taking action as a class on an issue in their community. They then write PSAs encouraging other students to make a difference, and a press release sharing with the local media what the class did to take action and the impact of their work.</td>
</tr>
</tbody>
</table>
### Grade 4: Curriculum Map

<table>
<thead>
<tr>
<th>Texts (central text(s) in bold)</th>
<th>Lexile®</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
<td><strong>Common Core Band Level Text Difficulty Ranges for Grades 4–5</strong>: 740-1010L</td>
</tr>
<tr>
<td><em>Love That Dog</em>, Sharon Creech (RL, 1010L; one per student)</td>
<td></td>
</tr>
<tr>
<td><em>A River of Words: The Story of William Carlos Williams</em>, Jennifer Bryant (RI, 820L; teacher copy only)</td>
<td></td>
</tr>
<tr>
<td>“Expert Group Poet Biographies: Walter Dean Myers.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“Expert Group Poet Biographies: Robert Frost.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“Expert Group Poet Biographies: Valerie Worth.” Written by EL Education for instructional purposes (RI, 980L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td><em>Venom</em>, Marilyn Singer (RI, 1110L; teacher copy only)</td>
<td></td>
</tr>
<tr>
<td><em>Can You Survive the Wilderness?</em> Matt Doeden (RI, 680L; teacher copy only)</td>
<td></td>
</tr>
<tr>
<td><em>Animal Behavior: Animal Defenses</em>, Christina Wilson (RI, N/A; one per student)</td>
<td></td>
</tr>
<tr>
<td>“Fight to Survive!” Written by EL Education for instructional purposes (RI, 890L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td><em>Colonial Voices: Hear Them Speak</em>, Kay Winters (RL, 640L; teacher copy only)</td>
<td></td>
</tr>
<tr>
<td><em>Divided Loyalties: The Barton Family During the American Revolution</em>, Gare Thompson (RL, N/A; one per student)</td>
<td></td>
</tr>
<tr>
<td>“Revolutionary War,” The New Book of Knowledge, Grolier Online (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“Loyalists,” The New Book of Knowledge, Grolier Online (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“An Incomplete Revolution,” Amy Miller (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“American Indians and the American Revolution,” Colin Galloway (RI, 1050L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>“The Declaration of Independence: A Transcription,” The U.S. National Archives and Records Administration (RI, 1390L; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>William Barton’s Letter. Written by EL Education for instructional purposes (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td>Robert Barton’s Letter. Written by EL Education for instructional purposes (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
<tr>
<td><em>The Hope Chest</em>, Karen Schwabach (RL, 800L; one per student)</td>
<td></td>
</tr>
<tr>
<td><em>The Girl Who Acted before Rosa Parks.</em> E. Blattman (RI, N/A; included in the module materials)</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Task

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry Presentation</td>
<td>SL.4.4, SL.4.5</td>
</tr>
<tr>
<td>Format: public poetry reading and presentation with visuals</td>
<td></td>
</tr>
<tr>
<td><strong>Choose-Your-Own-Adventure Animal Defense Mechanisms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NCCSS</strong>: narrative</td>
<td></td>
</tr>
<tr>
<td>Format: choose-your-own-adventure scaffolded narrative</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion: American Revolution</strong></td>
<td></td>
</tr>
<tr>
<td>Format: discussion</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS</strong>: RI.4.9. SL.4.1a. SL.4.1b. SL.4.1c. SL.4.1d</td>
<td></td>
</tr>
<tr>
<td><strong>Taking Action Project Press Release</strong></td>
<td></td>
</tr>
<tr>
<td>Format: scaffolded informative press release</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS</strong>: W.4.2. W.4.4</td>
<td></td>
</tr>
</tbody>
</table>

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1 Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

### Unit-Level Assessments (ELA CCSS)

<table>
<thead>
<tr>
<th>Mid-Unit 1</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Summarizing a Poem and Comparing Prose and Poetry</td>
<td><strong>Title:</strong> Reading and Researching Animal Defense Mechanisms</td>
<td><strong>Title:</strong> Researching Perspectives on the American Revolution: Patriots</td>
<td><strong>Title:</strong> Answering Questions about a Literary Text</td>
<td></td>
</tr>
<tr>
<td><strong>Format:</strong> selected response and short constructed response</td>
<td><strong>Format:</strong> selected response and short constructed response</td>
<td><strong>Format:</strong> selected response, graphic organizer, and short constructed response</td>
<td><strong>Format:</strong> fluency, selected response, and short constructed response</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL.4.1, RL.4.2, RL.4.5, RL.4.10, W.4.9a</td>
<td><strong>CCSS:</strong> RL.4.2, RL.4.4, RL.4.10, SL.4.2, L.4.4a, L.4.4c</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.3, RL.4.10, W.4.7, W.4.8, W.4.9b, L.4.2b</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.10, RF.4.4, L.4.4, and L.4.5c</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of Unit 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Analyzing Changes in Jack’s Character</td>
<td><strong>Title:</strong> Answering Questions and Summarizing Texts about Animal Defense Mechanisms</td>
<td><strong>Title:</strong> Answering Questions about an Informational Text</td>
<td><strong>Title:</strong> Comparing Firsthand and Secondhand Accounts of the Same Event</td>
</tr>
<tr>
<td><strong>Format:</strong> selected response, short constructed response, and text-based discussion</td>
<td><strong>Format:</strong> selected response and short constructed response</td>
<td><strong>Format:</strong> selected response and short constructed response</td>
<td><strong>Format:</strong> selected response and short constructed response</td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL.4.1, RL.4.3, RL.4.10, W.4.9a, SL.4.1a, SL.4.1b, SL.4.4c</td>
<td><strong>CCSS:</strong> RL.4.2, RL.4.4, RL.4.7, RL.4.10, L.4.4a, L.4.4b, L.4.4c</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.2, RL.4.4, RL.4.5, RL.4.10, L.4.1f</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.4, RL.4.6, RL.4.10, L.4.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Unit 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Informative Paragraph: What Inspired Jack?</td>
<td><strong>Title:</strong> Reading and Researching the Defense Mechanisms of the Pufferfish</td>
<td><strong>Title:</strong> Summarizing Events in a Chapter</td>
</tr>
<tr>
<td><strong>Format:</strong> extended constructed response</td>
<td><strong>Format:</strong> selected response and short constructed response, and discussion</td>
<td><strong>Format:</strong> selected response and short constructed response</td>
</tr>
<tr>
<td><strong>CCSS:</strong> RL.4.1, RL.4.3, W.4.2a,b,e, W.4.9a, W.4.10</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.2, RL.4.10, W.4.7, W.4.8</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.2, RL.4.4, RL.4.10, RF.4.3, W.4.9a, SL.4.1, SL.4.6, L.4.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End of Unit 2</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Revising a Literary Essay</td>
<td><strong>Title:</strong> Informative Essay: Literary Analysis of Theme in The Hope Chest</td>
</tr>
<tr>
<td><strong>Format:</strong> revising scaffolded essay</td>
<td><strong>Format:</strong> on-demand literary essay</td>
</tr>
<tr>
<td><strong>CCSS:</strong> W.4.2a, W.4.5, L.4.1f, L.4.2b</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.2, W.4.2, W.4.4, W.4.6, W.4.9a, W.4.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Unit 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Revising a Poem</td>
<td><strong>Title:</strong> Researching How Kids Can Take Action</td>
</tr>
<tr>
<td><strong>Format:</strong> revising poem</td>
<td><strong>Format:</strong> research graphic organizer</td>
</tr>
<tr>
<td><strong>CCSS:</strong> W.4.5, L.4.3</td>
<td><strong>CCSS:</strong> RL.4.1, RL.4.4, RL.4.10, W.4.7, W.4.8, SL.4.3, L.4.4a, L.4.4c</td>
</tr>
</tbody>
</table>
### Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
### Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.4.1</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.4.2</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.4.3</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.4.4</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
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<tr>
<td>RL.4.5</td>
<td></td>
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<td>✓</td>
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</tr>
<tr>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
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<tr>
<td>RL.4.6</td>
<td></td>
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<tr>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
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<tr>
<td>RL.4.7</td>
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<tr>
<td>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
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<tr>
<td>RL.4.9</td>
<td></td>
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</tr>
<tr>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
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<tr>
<td>RL.4.10</td>
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<td>Integrated throughout.</td>
</tr>
<tr>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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</table>
## Reading Standards for Informational Text

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<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
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<tr>
<td>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
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<tr>
<td>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
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<tr>
<td>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<tr>
<td>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td></td>
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</tr>
<tr>
<td>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>Integrated throughout.</td>
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### Reading Standards: Foundational Skills

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<tbody>
<tr>
<td><strong>RF.4.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
<td>Integrated throughout.</td>
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<tr>
<td><strong>RF.4.3a</strong> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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<tr>
<td><strong>RF.4.4</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>✓</td>
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<tr>
<td><strong>RF.4.4a</strong> Read grade-level text with purpose and understanding.</td>
<td>✓</td>
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<tr>
<td><strong>RF.4.4b</strong> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>RF.4.4c</strong> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>✓</td>
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### Writing Standards

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</thead>
<tbody>
<tr>
<td><strong>W.4.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td><strong>W.4.1a</strong> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>W.4.1b</strong> Provide reasons that are supported by facts and details.</td>
<td>✓</td>
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<tr>
<td><strong>W.4.1c</strong> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td><strong>W.4.1d</strong> Provide a concluding statement or section related to the opinion presented.</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>W.4.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>W.4.2a</strong> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>W.4.2b</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>✓</td>
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### Grade 4: Curriculum Map

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>W.4.2c</td>
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<tr>
<td>W.4.2d</td>
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<td>W.4.2e</td>
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<tr>
<td>W.4.3</td>
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<td>W.4.3a</td>
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<tr>
<td>W.4.3b</td>
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<td>W.4.3d</td>
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<td>W.4.4</td>
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<td>W.4.7</td>
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<td>W.4.8</td>
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<tr>
<td>W.4.9</td>
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</tbody>
</table>
### Grade 4: Curriculum Map

<table>
<thead>
<tr>
<th><strong>W.4.9a</strong> Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)</th>
<th>Module 1</th>
<th>Module 2</th>
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<th>Module 4</th>
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<tr>
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<thead>
<tr>
<th><strong>W.4.9b</strong> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<thead>
<tr>
<th><strong>W.4.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<td>Integrated throughout.</td>
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</table>

### Speaking and Listening Standards

<table>
<thead>
<tr>
<th><strong>SL.4.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</table>

<table>
<thead>
<tr>
<th><strong>SL.4.1a</strong> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</th>
<th>Module 1</th>
<th>Module 2</th>
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<table>
<thead>
<tr>
<th><strong>SL.4.1b</strong> Follow agreed-upon rules for discussions and carry out assigned roles.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<thead>
<tr>
<th><strong>SL.4.1c</strong> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<table>
<thead>
<tr>
<th><strong>SL.4.1d</strong> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<thead>
<tr>
<th><strong>SL.4.2</strong> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</th>
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<th>Module 2</th>
<th>Module 3</th>
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<thead>
<tr>
<th><strong>SL.4.3</strong> Identify the reasons and evidence a speaker provides to support particular points.</th>
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<th>Module 2</th>
<th>Module 3</th>
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<tr>
<th><strong>SL.4.4</strong> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</th>
<th>Module 1</th>
<th>Module 2</th>
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</table>
## Grade 4: Curriculum Map

<table>
<thead>
<tr>
<th>SL.4.5</th>
<th>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<thead>
<tr>
<th>SL.4.6</th>
<th>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</table>

## Language Standards

<table>
<thead>
<tr>
<th>L.4.1</th>
<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<table>
<thead>
<tr>
<th>L.4.1a</th>
<th>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<table>
<thead>
<tr>
<th>L.4.1b</th>
<th>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<thead>
<tr>
<th>L.4.1c</th>
<th>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<table>
<thead>
<tr>
<th>L.4.1d</th>
<th>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<thead>
<tr>
<th>L.4.1e</th>
<th>Form and use prepositional phrases.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
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<table>
<thead>
<tr>
<th>L.4.1f</th>
<th>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</th>
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<th>Module 2</th>
<th>Module 3</th>
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<table>
<thead>
<tr>
<th>L.4.1g</th>
<th>Correctly use frequently confused words (e.g., to, too, two; there, their).</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<table>
<thead>
<tr>
<th>L.4.2</th>
<th>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</th>
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<th>Module 2</th>
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<table>
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<tr>
<th>L.4.2a</th>
<th>Use correct capitalization.</th>
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<tbody>
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<thead>
<tr>
<th>L.4.2b</th>
<th>Use commas and quotation marks to mark direct speech and quotations from a text.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.4.2c</th>
<th>Use a comma before a coordinating conjunction in a compound sentence.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>L.4.2d</th>
<th>Spell grade-appropriate words correctly, consulting references as needed.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>L.4.3</th>
<th>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>L.4.3a Choose words and phrases to convey ideas precisely.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.3b Choose punctuation for effect.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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</tbody>
</table>
EL Education’s Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education’s 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).
**How to Read This Map**

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus**: The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title**: This signals the topic students will be learning about (often connected to social studies or science).
- **Description**: This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts**: These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile**: This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.
- **Performance Task**: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
The curriculum map below lists the title of each assessment, CCSS assessed, and the format.

- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded)
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- Standards: For each module, the standards formally assessed are indicated with a check mark.

**Note:** The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.
### Stories of Human Rights

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Description</strong></td>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td>Becoming a Close Reader and Writing to Learn</td>
<td>Stories of Human Rights</td>
<td>Students launch the year by building their close reading skills. They read the novel <em>Esperanza Rising</em> by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and non-fiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in <em>Esperanza Rising</em> where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from <em>Esperanza Rising</em> where human rights are threatened.</td>
<td>Considering Perspectives and Supporting Opinions</td>
</tr>
<tr>
<td>Researching to Build Knowledge and Teach Others</td>
<td>Biodiversity in the Rainforest</td>
<td>In this module, students read to build knowledge about the rainforest and analyze author's craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in <em>The Most Beautiful Roof in the World</em> by Kathryn Laskey, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing author's use of figurative, and concrete and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first-person narratives, building out a scenario from <em>The Most Beautiful Roof in the World</em> using concrete and sensory language to describe the rainforest as though they were actually there.</td>
<td>Athlete Leaders of Social Change</td>
</tr>
<tr>
<td>Considering Perspectives and Supporting Opinions</td>
<td></td>
<td>In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through <em>Promises to Keep: How Jackie Robinson Changed America</em>, written by Jackie's daughter, Sharon. Students gather factors that led to Jackie Robinson's success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have.</td>
<td></td>
</tr>
<tr>
<td>Gathering Evidence and Speaking to Others</td>
<td></td>
<td>In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, songs, and <em>Eight Days: A Story of Haiti</em> by Edwidge Danticat—a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator's or speaker's point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet.</td>
<td></td>
</tr>
</tbody>
</table>

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**Module 1**

- **Focus**: Becoming a Close Reader and Writing to Learn
- **Module Title**: Stories of Human Rights
- **Description**: Students launch the year by building their close reading skills. They read the novel *Esperanza Rising* by Pam Muñoz Ryan, and apply their new learning about human rights as one lens through which to interpret the characters and themes in this rich novel. Through close reading, interpretation, and analysis of fiction and non-fiction texts, students begin to build their understanding of human rights. Throughout the first unit, students closely read selected articles from the Universal Declaration of Human Rights (UDHR) related to events in *Esperanza Rising* where human rights are threatened. They write a four-paragraph literary essay comparing the response of two characters to a selected event from the novel, and describe how each character responds to the event. In the final unit, students plan, write, and ultimately perform monologues based on events from *Esperanza Rising* where human rights are threatened.

**Module 2**

- **Focus**: Researching to Build Knowledge and Teach Others
- **Module Title**: Biodiversity in the Rainforest
- **Description**: In this module, students read to build knowledge about the rainforest and analyze author's craft in narrative writing to build proficiency in writing first-person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest in order to understand why scientists, like Meg Lowman in *The Most Beautiful Roof in the World* by Kathryn Laskey, study the rainforest. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest, and the challenges associated with being an ethical consumer, in order to participate in a collaborative discussion. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader understand what it is like in the rainforest by analyzing author's use of figurative, and concrete and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first-person narratives, building out a scenario from *The Most Beautiful Roof in the World* using concrete and sensory language to describe the rainforest as though they were actually there.

**Module 3**

- **Focus**: Considering Perspectives and Supporting Opinions
- **Module Title**: Athlete Leaders of Social Change
- **Description**: In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change. Students begin by learning about Jackie Robinson through *Promises to Keep: How Jackie Robinson Changed America*, written by Jackie's daughter, Sharon. Students gather factors that led to Jackie Robinson's success in leading social change and then develop an opinion on which factor (or factors) were most important in his success. Students finish the module by reading about other athletes who were leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors.

**Module 4**

- **Focus**: Gathering Evidence and Speaking to Others
- **Module Title**: The Impact of Natural Disasters
- **Description**: In this module, students read literary and informational texts to understand the impact of natural disasters on places and people. They begin by researching natural disasters in expert groups, reading informational texts, and creating PSAs (public service announcements) about how to stay safe during a natural disaster. Students then read and analyze literary texts about the aftermath of natural disasters including poems, songs, and *Eight Days: A Story of Haiti* by Edwidge Danticat—a story about a boy trapped under his house for eight days after the 2010 earthquake in Haiti. They analyze the way the illustrations and visuals in videos contribute to the meaning, tone, and beauty of a text. Students then analyze how the narrator's or speaker's point of view influences how events are described. At the end of the module, they take action to help others prepare for a natural disaster. They research supplies to include in an emergency preparedness kit and write opinion essays on the most important items to include. For the performance task, they present their PSAs to a live audience, unpack an emergency preparedness kit giving the rationale for the items included, and distribute an informational leaflet.
Grade 5: Curriculum Map

Texts (central text(s) in bold)

1 Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

2 Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
<table>
<thead>
<tr>
<th>Stories of Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
</tr>
</tbody>
</table>
| **End of Unit 1** | **Title:** Text-Based Discussion—Threats to Human Rights in *Esperanza Rising*  
**Format:** text-based discussion and short constructed response  
**CCSS:** RL.5.1, RL.5.5, RI.5.1, W.5.9a, SL.5.1a-c | **Title:** Web Research and Text-Based Discussion  
**Format:** research graphic organizer and text-based discussion  
**CCSS:** RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, SL.5.1a-d | **Title:** Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text  
**Format:** selected response and short constructed response  
**CCSS:** RI.5.3, SL.5.2 | **Title:** Recording a PSA  
**Format:** scaffolded PSA, edit passage  
**CCSS:** SL.5.4, SL.5.6, L.5.2a,c |
| **Mid-Unit 2** | **Title:** Interpreting Metaphors and Analyzing Character Reactions  
**Format:** selected response questions and short constructed response  
**CCSS:** RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9a, L.5.5a | **Title:** Reading and Analyzing Literary Texts  
**Format:** short constructed response  
**CCSS:** RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, L.5.5a and b | **Title:** Analyzing a Short Video and Examining Point of View  
**Format:** selected response, short constructed response, and graphic organizer  
**CCSS:** RL.5.1, RI.5.6, RI.5.10, SL.5.3 | **Title:** Analyzing the Contribution of Multimedia  
**Format:** fluency, selected response, short constructed response  
**CCSS:** RL.5.1, RL.5.2, RL.5.4, RL.5.7, RL.5.10, RF.5.4, L.5.4a, L.5.5c |
| **End of Unit 2** | **Title:** Revising a Literary Essay  
**Format:** revising a scaffolded essay  
**CCSS:** W.5.2c,d, W.5.5, W.5.6, L.5.2d, L.5.6 | **Title:** Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in *The Most Beautiful Roof in the World*  
**Format:** reading fluency and on-demand essay  
**CCSS:** RL.5.1, RF.5.3, RF.5.4, W.5.2, W.5.9a, W.5.10 | **Title:** Opinion Essay: Factors of Jackie Robinson’s Success  
**Format:** scaffolded essay  
**CCSS:** RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10, L.5.2b | **Title:** Analyzing Point of View in a Poem  
**Format:** selected response, short constructed response  
**CCSS:** RL.5.1, RL.5.6, RL.5.10, L.5.3b |
| **Mid-Unit 3** | **Title:** Narrative Monologue: Describing an Event from *Esperanza Rising*  
**Format:** on-demand narrative  
**CCSS:** W.5.3a,b,e, W.5.4, W.5.10 | **Title:** Narrative Writing: First-Person Story Based on The Most Beautiful Roof in the World  
**Format:** on-demand narrative  
**CCSS:** W.5.3a,e, W.5.4, W.5.10 | **Title:** Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers  
**Format:** on-demand essay  
**CCSS:** RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.10, L.5.1e | **Title:** Supplies to Include in an Emergency Preparedness Kit  
**Format:** research  
**CCSS:** RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8 |
| **End of Unit 3** | **Title:** Revising Writing and Reading Fluency  
**Format:** revising an informational essay  
**CCSS:** RF.5.3, RF.5.4, W.5.4, W.5.5, L.5.1b | **Title:** Revising a First Person Narrative  
**Format:** revising a narrative  
**CCSS:** W.5.3b-d, W.5.5, L.5.1a, L.5.3a | **Title:** Multimedia Presentation  
**Format:** presentation  
**CCSS:** RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6 | **Title:** Opinion Essay: Personal Items for My Emergency Preparedness Kit  
**Format:** on-demand opinion essay  
**CCSS:** W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, L.5.2e |
Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RL.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen over a span of time (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
## Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td><strong>RL.5.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>RL.5.2</strong> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>✔</td>
<td></td>
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<td>✔</td>
</tr>
<tr>
<td><strong>RL.5.3</strong> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>RL.5.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td></td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>RL.5.5</strong> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>✔</td>
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<tr>
<td><strong>RL.5.6</strong> Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td></td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>RL.5.7</strong> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
<td></td>
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<td></td>
<td>✔</td>
</tr>
<tr>
<td><strong>RL.5.9</strong> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td><strong>RL.5.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</td>
<td></td>
<td></td>
<td></td>
<td>Integrated throughout.</td>
</tr>
<tr>
<td>Reading Standards for Informational Text</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
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</tr>
<tr>
<td><strong>RI.5.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td><strong>RI.5.2</strong> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td><strong>RI.5.3</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td></td>
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<td>✔️</td>
<td></td>
</tr>
<tr>
<td><strong>RI.5.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>✔️</td>
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<td>✔️</td>
</tr>
<tr>
<td><strong>RI.5.5</strong> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<td>✔️</td>
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<tr>
<td><strong>RI.5.6</strong> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td>✔️</td>
<td></td>
</tr>
<tr>
<td><strong>RI.5.7</strong> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>RI.5.8</strong> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<td>✔️</td>
</tr>
<tr>
<td><strong>RI.5.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>✔️</td>
<td></td>
</tr>
<tr>
<td><strong>RI.5.10</strong> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</td>
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<td>Integrated throughout.</td>
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</tbody>
</table>
## Reading Standards: Foundational Skills

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.5.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
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<td></td>
<td>Integrated throughout.</td>
</tr>
<tr>
<td><strong>RF.5.3a</strong> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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<tr>
<td><strong>RF.5.4</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>✔ ✔ ✔</td>
<td></td>
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<td>✔</td>
</tr>
<tr>
<td><strong>RF.5.4a</strong> Read grade-level text with purpose and understanding.</td>
<td>✔ ✔ ✔</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td><strong>RF.5.4b</strong> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>✔ ✔ ✔</td>
<td></td>
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<td>✔</td>
</tr>
<tr>
<td><strong>RF.5.4c</strong> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>✔ ✔ ✔</td>
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</tbody>
</table>

## Writing Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.5.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td></td>
<td></td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.1a</strong> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
<td></td>
<td>✔ ✔ ✔</td>
<td></td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.1b</strong> Provide logically ordered reasons that are supported by facts and details.</td>
<td>✔ ✔ ✔</td>
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<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.1c</strong> Link opinion and reasons using words, phrases, and clauses (e.g., <em>consequently</em>, <em>specifically</em>).</td>
<td>✔ ✔ ✔</td>
<td></td>
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<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.1d</strong> Provide a concluding statement or section related to the opinion presented.</td>
<td></td>
<td>✔ ✔ ✔</td>
<td></td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>✔ ✔ ✔</td>
<td></td>
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<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.2a</strong> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
<td>✔ ✔ ✔</td>
<td></td>
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<td>✔ ✔ ✔</td>
</tr>
<tr>
<td><strong>W.5.2b</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>✔ ✔ ✔</td>
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<td>✔ ✔ ✔</td>
</tr>
</tbody>
</table>
EL Education's Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- **Module lessons** (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- **Additional Language and Literacy (ALL) Block** (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas:
- Independent reading
- Additional work with complex text
- Reading and speaking fluency/grammar, usage, and mechanics
- Writing practice
- Word study/vocabulary

For additional information on the ALL Block, refer to EL Education's 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

### Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
  - A final performance task that is a more supported project, often involving research
  - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

### Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.2c</td>
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<tr>
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<td>✔️</td>
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<tr>
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<td>W.5.3</td>
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<td>W.5.3a</td>
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<td>✔️</td>
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<td></td>
</tr>
<tr>
<td>W.5.3b</td>
<td>✔️</td>
<td>✔️</td>
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<td></td>
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<tr>
<td>W.5.3c</td>
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<tr>
<td>W.5.3d</td>
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<tr>
<td>W.5.3e</td>
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<td>W.5.5</td>
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<tr>
<td>W.5.6</td>
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<tr>
<td>W.5.7</td>
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</tbody>
</table>
### Stories of Human Rights

| W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | ✔ | ✔ | ✔ | ✔ |
| W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |
| W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). | ✔ | ✔ |  |  |
| W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |  |  | ✔ |  |
| W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  | Integrated throughout |

### Speaking and Listening Standards

| SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. | ✔ | ✔ |  |  |
| SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | ✔ | ✔ |  |  |
| SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles. | ✔ | ✔ |  |  |
| SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | ✔ | ✔ |  |  |
| SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  |  | ✔ |  |
| SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  | ✔ |
### Grade 5: Curriculum Map

#### Language Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.1</td>
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<td></td>
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<tr>
<td>L.5.1a</td>
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<tr>
<td>L.5.1b</td>
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<tr>
<td>L.5.1c</td>
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<tr>
<td>L.5.1d</td>
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<tr>
<td>L.5.1e</td>
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<tr>
<td>L.5.2</td>
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<tr>
<td>L.5.2a</td>
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<tr>
<td>L.5.2b</td>
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<tr>
<td>L.5.2c</td>
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</table>

#### Speaking and Listening Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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<tbody>
<tr>
<td>SL.5.3</td>
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<td>SL.5.4</td>
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<tr>
<td>SL.5.5</td>
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<tr>
<td>SL.5.6</td>
<td>✔ ✔</td>
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<tr>
<td>Standard</td>
<td>Module 1</td>
<td>Module 2</td>
<td>Module 3</td>
<td>Module 4</td>
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<tr>
<td><strong>L.5.2d</strong> Use underlining, quotation marks, or italics to indicate titles of works.</td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>L.5.2e</strong> Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>✔</td>
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</tr>
<tr>
<td><strong>L.5.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>✔</td>
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</tr>
<tr>
<td><strong>L.5.3a</strong> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td>✔</td>
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<tr>
<td><strong>L.5.3b</strong> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
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<td>✔</td>
<td></td>
</tr>
<tr>
<td><strong>L.5.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td><strong>L.5.4a</strong> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td></td>
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<td>✔</td>
<td></td>
</tr>
<tr>
<td><strong>L.5.4b</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</td>
<td>✔</td>
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<tr>
<td><strong>L.5.4c</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>✔</td>
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<tr>
<td><strong>L.5.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td><strong>L.5.5a</strong> Interpret figurative language, including similes and metaphors, in context.</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td><strong>L.5.5b</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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</tr>
<tr>
<td><strong>L.5.5c</strong> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
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<td>✔</td>
</tr>
<tr>
<td><strong>L.5.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</td>
<td>✔</td>
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</tbody>
</table>
CCS: Common Core Standards

- Reviews in Common Core Edition cover just the unit whereas those in U.S. and Standards Editions are cumulative.
- The U.S. and Standards Editions have periodic practice pages but the Common Core Edition does not; the problems from the practices have been incorporated into the lessons instead.
- Common Core and Standards Editions have reviews after each and every unit; the U.S. Edition does not.
- There is a Teacher’s Guide for each level of all three editions. Only the Common Core Edition guide has reduced-size images of the textbook and workbook pages.
- There is a Home Instructor’s Guide for each level 1-5 of the U.S. Edition and the Standards Edition.

<table>
<thead>
<tr>
<th>CCS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole numbers</strong></td>
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</tr>
<tr>
<td><strong>Number notation and place value</strong></td>
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</tr>
<tr>
<td>Give a number to indicate the number of objects in a set</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.1 Represent a given number by a set of objects</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use ordinal numbers such as first, second, third up to tenth</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.2 Count to 100 by tens and ones</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.1 Read and write numbers up to 100 in numerals, words, and expanded form</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.2 Recognize the place-value of tens and ones</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a reasonable estimate of sets of objects within 100</td>
<td>CS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and extend regular number patterns within 100</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.1 Count to 120 and read and write numbers to 120</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.NBT.3 Compare two 2-digit numbers using place-value</td>
<td>CSU</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.NBT.3 Use the symbols “&gt;” and “&lt;” to compare two numbers within 100</td>
<td>CS</td>
<td>U</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and order numbers within 100</td>
<td>CSU</td>
<td></td>
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</tr>
<tr>
<td>2.MD.6 Represent whole numbers within 100 on a number line</td>
<td>CSU</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.MD.6 Show sums and differences on a number line</td>
<td>CSU</td>
<td>C</td>
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<td>2.NBT.2 Count to 1,000 by hundreds, tens, and ones</td>
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<td>Compare and order numbers within 1,000</td>
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<td>Read and write numbers up to 10,000 in numerals, words, and expanded form, and recognize the place value of each digit</td>
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<td>Compare and order numbers within 10,000</td>
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<td>3.OA.9 Describe and extend regular number patterns within 10,000</td>
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<td>4.OA.4</td>
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<td>Generate a number pattern that follows a given rule</td>
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<td>Generate a shape pattern that follows a given rule</td>
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<td>Identify apparent features of the pattern that were not evident in the rule itself</td>
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<td>5.OA.1</td>
<td>Use parentheses, brackets, or braces in numerical expressions and evaluate the expressions (including nested)</td>
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<td>5.OA.2</td>
<td>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them</td>
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<td>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10</td>
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<td>Use whole number exponents to denote powers of 10</td>
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The symbols indicate where the topic is first introduced or specifically addressed.

U: U.S. Edition  
C: Common Core Edition  
S: Standards Edition
### Addition and Subtraction of Whole Numbers

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<td>Illustrate the meaning of addition and subtraction</td>
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<td>Relate counting to addition and subtraction</td>
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<td>Write mathematical statements for given situations involving addition or subtraction</td>
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<td>Build addition bonds up to 9 + 9</td>
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<td>Understand the meaning of the equal sign</td>
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<td>Recognize the relationship between addition and subtraction</td>
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<td>Apply properties of operations as strategies to add and subtract</td>
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<td>Add or subtract within 20 using various strategies including properties of operations</td>
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<td>Solve 1-step word problems on addition and subtraction within 20</td>
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<td>Mentally add or subtract within 20 using various strategies</td>
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<td>Commit addition within 20 to memory</td>
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<td>Commit subtraction within 20 to memory</td>
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<td>Determine an unknown addend in an addition equation</td>
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<td>Mentally find 10 more or 10 less than a number within 100</td>
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<td>1.NBT.6</td>
<td>Add/subtract tens to/from a 2-digit number using various strategies</td>
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<td>1.NBT.4</td>
<td>Add within 100 using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction</td>
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<td>Fluently add/subtract 2-digit numbers using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction</td>
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<td>Subtract 2-digit numbers using strategies based on place-value, properties of operations, and relationship between addition and subtraction</td>
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<td>Add up to four 2-digit numbers</td>
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<td>Add up to three 3-digit numbers within 1,000</td>
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<td>Solve 1-step word problems on addition and subtraction within 100</td>
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<td>Add and subtract within 1,000 using concrete models and various strategies based on place-value</td>
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<td>2.NBT.9</td>
<td>Explain why various addition and subtraction strategies work</td>
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<td>Mentally add or subtract 10 or 100 to or from a number 100-900</td>
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<td>Add and subtract within 1,000 using various strategies based on place-value and order of operations</td>
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<td>Use estimation to verify the reasonableness of calculated results in addition and subtraction</td>
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<td>Add and subtract multi-digit whole numbers using the standard algorithm</td>
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<td>Mentally add or subtract 2-digit numbers</td>
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<td>Mentally subtract a number up to 2-digits from 100</td>
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<td>Mentally add/subtract 3-digit numbers with easy calculations</td>
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<td>Mentally subtract a number up to 3-digits from 1,000</td>
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<td>Mentally add/subtract a number close to 100</td>
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<td>Mentally add/subtract a number close to 1,000</td>
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<td>Mentally add/subtract a number close to a multiple of 100 (e.g. 498)</td>
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<td>Mentally add/subtract 4-digit numbers with easy calculations</td>
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<td>Mentally add/subtract a number close to a multiple of 1,000</td>
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**Multiplication and division of whole numbers**

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<td>Illustrate the meaning of multiplication as repeated addition</td>
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<td>Multiply numbers whose product is not greater than 40, using repeated addition to find the answer</td>
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<td>Solve 1-step word problems with pictorial illustrations on multiplication</td>
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<td>Divide quantities not greater than 20 into equal sets given the number of objects in each set or the number of sets</td>
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<td>Count in steps of 2, 3, and 4</td>
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<td>Build the multiplication tables of 2, 3, 4, 5 and 10 and commit to memory</td>
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<td>Relate division to multiplication with a missing factor</td>
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<td>Divide numbers within the multiplication tables for 2, 3, 4, 5, and 10 within 100</td>
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<td>Divide using drawings or objects to find a remainder for division by 2, 3, 4, or 5</td>
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<td>Solve 1-step word problems involving the four operations</td>
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<td>3.OA.1 Interpret products of whole numbers as the total number of objects in equal groups</td>
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<td>3.OA.3 Solve word problems involving multiplication/division within 100 using drawings and equations with symbol for unknown</td>
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<td>5.NBT.5</td>
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<tr>
<td>5.NBT.6</td>
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</tbody>
</table>

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- **U**: U.S. Edition
- **C**: Common Core Edition
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The table lists various math topics and their alignment with different editions of the Singapore Math curriculum.
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.NBT.6</td>
<td>Illustrate 4-digit by 2-digit division with whole number quotients using rectangular arrays and/or area models</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Mentally multiply and divide by tens, hundreds and thousands</td>
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<td>CSU</td>
</tr>
<tr>
<td></td>
<td>Divide whole numbers up to 4 digits by whole numbers up to 2-digits, with whole number remainders, using the standard algorithm</td>
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<td>CSU</td>
</tr>
<tr>
<td></td>
<td>Mentally multiply and divide by tens, hundreds and thousands</td>
<td></td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td>Mentally multiply by a number one less than a multiple of 10 or 100 (e.g. 49, 499)</td>
<td></td>
<td>CS</td>
</tr>
</tbody>
</table>

**Fractions**

<table>
<thead>
<tr>
<th></th>
<th>1.G.3</th>
<th>Divide a shape into halves or fourths. Count the number of parts (2 or 4) in the whole</th>
<th>CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.G.3</td>
<td>Partition shapes into up to 4 equal shares in different ways and use the words halves, thirds, etc.</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize, understand, and name unit fractions up to 1/12</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare and order unit fractions</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize, interpret, and name fractions of a whole in shapes partitioned into up to 12 equal parts</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td>3.G.2</td>
<td>Partition shapes into parts with equal area and express the area as a unit fraction of the whole</td>
<td>CSU CSU</td>
</tr>
<tr>
<td></td>
<td>3.NF.1</td>
<td>Understand unit fractions and multiples of unit fractions</td>
<td>CSU CSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represent fractions with bar models</td>
<td>CSU CSU</td>
</tr>
<tr>
<td></td>
<td>3.NF.2</td>
<td>Represent and understand fractions on number lines</td>
<td>C SU</td>
</tr>
<tr>
<td></td>
<td>3.NF.3a</td>
<td>Recognize and name equivalent fractions using number lines</td>
<td>C S</td>
</tr>
<tr>
<td></td>
<td>3.NF.3b</td>
<td>Write equivalent fractions of a given fraction</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td>3.NF.3c</td>
<td>Express whole numbers as a fraction and recognize fractions that are equivalent to whole numbers</td>
<td>C CSU</td>
</tr>
<tr>
<td></td>
<td>3.NF.3d</td>
<td>Compare two fractions with the same numerator or denominator, and use the symbols “&gt;”, “&lt;” and “=”</td>
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<tr>
<td></td>
<td></td>
<td>Compare and order related fractions with denominators up to 12</td>
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</tr>
<tr>
<td></td>
<td>4.NF.1</td>
<td>Use diagrams to explain equivalent fractions</td>
<td>CSU CS</td>
</tr>
<tr>
<td></td>
<td>4.NF.1</td>
<td>Recognize and generate equivalent fractions</td>
<td>CSU CS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Express a fraction in simplest form</td>
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</tr>
<tr>
<td></td>
<td>4.NF.2</td>
<td>Compare two unrelated fractions of the same whole using &gt;, &lt;, and =</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td>4.NF.2</td>
<td>Compare a fraction to benchmark fractions such as 1/2</td>
<td>C</td>
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<tr>
<td></td>
<td></td>
<td>Express improper fractions as mixed numbers and vice versa</td>
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</tbody>
</table>

**Addition and subtraction of fractions**

<table>
<thead>
<tr>
<th></th>
<th>4.NF.3a</th>
<th>Understand adding and subtracting fractions as joining and separating fractions of the same whole</th>
<th>CSU CSU</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4.NF.3b</td>
<td>Decompose a fraction into the sum of fractions with the same denominator in different ways</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add and subtract like fractions within a sum of 1</td>
<td>S CSU</td>
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<tr>
<td></td>
<td></td>
<td>Add and subtract related fractions within a sum of 1 and solve word problems</td>
<td>CSU</td>
</tr>
<tr>
<td></td>
<td>4.NF.3c</td>
<td>Add and subtract mixed numbers with like fractions</td>
<td>C SU</td>
</tr>
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</table>
The symbols indicate where the topic is first introduced or specifically addressed.

<table>
<thead>
<tr>
<th>CCS</th>
<th>Topic</th>
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<tr>
<td>4.NF.3d</td>
<td>Solve word problems involving addition and subtraction of like fractions</td>
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</tr>
<tr>
<td>4.MD.4</td>
<td>Add and subtract fractions in fourths, halves, and eighths</td>
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<tr>
<td>4.NF.5</td>
<td>Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100, and add/subtract fractions with denominators of 10 or 100</td>
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<tr>
<td>5.NF.1</td>
<td>Add and subtract unlike fractions, including mixed numbers</td>
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<tr>
<td>5.NF.2</td>
<td>Solve word problems involving addition and subtraction of fractions using visual fraction models or equations</td>
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<td>CSU</td>
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</tr>
<tr>
<td>5.NF.2</td>
<td>Use benchmark fractions and number sense of fractions to estimate and assess reasonableness of answers involving addition and subtraction of fractions</td>
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<tr>
<td>4.NF.4a</td>
<td>Understand fractions as a multiple of unit fractions</td>
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<tr>
<td>4.NF.4b</td>
<td>Multiply fractions by a whole number using understanding of fractions as multiples of multiples of unit fractions</td>
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<td>C</td>
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<tr>
<td>4.NF.4c</td>
<td>Solve word problems involving multiplication of fractions by a whole number using concepts of multiples of a unit fraction</td>
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<tr>
<td>5.NF.3</td>
<td>Interpret a fraction as division of the numerator by the denominator and solve word problems involving division of whole numbers, expressing the quotient as a mixed number</td>
<td>CS</td>
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<tr>
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<td>Recognize and name a fraction of a set</td>
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<tr>
<td>5.NF.4a</td>
<td>Find fraction of a set by interpreting ( \frac{a}{b} \times q ) as ( \frac{a}{q} \div b ) (whole number answers)</td>
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<tr>
<td>5.NF.4a</td>
<td>Find fraction of a set by interpreting ( \frac{a}{b} \times q ) as ( \frac{a}{q} \div b ) (including mixed number answers)</td>
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<td></td>
<td>Solve word problems involving fractions, including fraction of a set</td>
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</tr>
<tr>
<td>5.NF.4b</td>
<td>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of unit fractions and show that area is the same as would be found by multiplying the side lengths</td>
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<tr>
<td>5.NF.4b</td>
<td>Represent fraction product as rectangular areas</td>
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<td></td>
<td>Interpret product of two proper fractions using visual models</td>
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<tr>
<td>5.NF.5a</td>
<td>Compare the size of the product to the size of one factor, without multiplying</td>
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<tr>
<td>5.NF.5b</td>
<td>Explain why multiplying a number by a fraction greater than 1 results in a product greater than the given number</td>
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</tr>
<tr>
<td>5.NF.5b</td>
<td>Explain why multiplying a number by a fraction smaller than 1 results in a product smaller than the given number</td>
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<td></td>
</tr>
<tr>
<td>5.NF.5b</td>
<td>Relate fractions equivalence ( \frac{a}{b} = \frac{(ma)}{(mb)} ) to multiplying by 1</td>
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<tr>
<td>5.NF.6</td>
<td>Solve real world problems involving multiplication of fractions and mixed numbers using fraction models or equations</td>
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<td>C</td>
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</tr>
<tr>
<td>5.NF.7a</td>
<td>Interpret division of a unit fraction by a whole number and find the quotient</td>
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<tr>
<td>5.NF.7b</td>
<td>Interpret division of a whole number by a unit fraction and find the quotient</td>
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<tr>
<td>5.NF.7c</td>
<td>Solve real world problems involving division of unit fractions by a whole number or whole number by a unit fraction using fraction models and equations</td>
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<td>Divide a proper fraction by a whole number</td>
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<tr>
<td></td>
<td>Solve multistep word problems involving adding and subtracting mixed numbers, multiplying proper fractions, and dividing a proper fraction by a whole number</td>
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</tbody>
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<td>Divide a whole number by a proper fraction</td>
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<td></td>
<td>Divide a fraction by a fraction</td>
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<tr>
<td></td>
<td>Solve multi-step word problems involving the four operations on fractions</td>
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</tbody>
</table>

### Money

|     | Tell the different denominations of coins and bills                  | CSU |   |   |   |   |
|     | Match one coin or bill of one denomination to an equivalent set of coins and bills of another denomination | CSU |   |   |   |   |
|     | Count combinations of coins up to 100 cents or bills up to 100 dollars | CSU |   |   |   |   |
|     | Add and subtract money in dollars only or cents only                  | CSU |   |   |   |   |
|     | Solve 1-step word problems involving money in the same unit           | CSU |   |   |   |   |
| 2.MD.8 | Use $ and ¢ symbols appropriately                                 | CSU | CSU |   |   |   |
| 2.MD.8 | Solve word problems involving counting the amount in dollar bills, quarters, dimes, nickels and pennies | CSU |   |   |   |   |
|     | Count combinations of bills and coins to $10.00                       | CSU |   |   |   |   |
|     | Read and write money using decimal notation                           | CSU |   |   |   |   |
|     | Convert from dollars and cents to cents only and vice-versa           | CSU |   |   |   |   |
|     | Add and subtract money within $10.00 in decimal notation, including making change | CSU |   |   |   |   |
|     | Solve 1-step word problems involving addition and subtraction of money in decimal notation within $10.00 | CSU |   |   |   |   |
|     | Add and subtract money within $100.00 in using decimal notation       | CSU |   |   |   |   |
|     | Multiply and divide money amounts within $10.00 in decimal notation by a whole number | CSU | S | CSU |   |   |
|     | Solve up to 2-step word problems involving money in decimal notation  | CSU |   |   |   |   |
| 4.MD.2 | Solve word problems involving the four operations and money, including simple fractions or decimals, converting from larger to smaller unit | CSU |   |   |   |   |

### Decimals

|     | Use decimal notation for fractions with denominators of 10 or 100, locate on a number line |   |   |   |   | CSU|
|     | Compare two decimals to hundredths using >, <, =                        | CSU |   |   |   |   |
| 4.NF.6 | Recognize that in a multi-digit number, a digit in one place represents ten times what it represent in the place to its right and 1/10 of what it represents to the left | CSU | CSU |   |   |   |
| 4.NF.7 | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form | CSU | CSU |   |   |   |
| 5.NBT.3a | Compare two decimals to thousandths based on place value using symbols >, <, and = | CSU | CSU |   |   |   |
| 5.NBT.3b | Compare and order decimals to thousandths                              | CSU | CSU |   |   |   |
| 5.NBT.4 | Round decimals to the nearest whole number or 1 decimal place          | CSU |   |   |   |   |
|     | Round decimals to any place                                            | CSU |   |   |   |   |
|     | Convert a decimal to a fraction and simplify                           | CSU | CSU |   |   |   |
|     | Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000) | CSU | CSU |   |   |   |
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<tbody>
<tr>
<td><strong>Compare and order a mixed list of decimals and fractions</strong> CSU</td>
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<tr>
<td><strong>Use the four operations to solve word problems involving measurement and simple decimals</strong> CSU</td>
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<tr>
<td><strong>Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation</strong> CSU</td>
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<tr>
<td><strong>Mentally add and subtract tenths or hundredths from decimals or whole numbers</strong> CSU</td>
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<tr>
<td><strong>Multiply and divide decimals up to 2 decimal places by a 1-digit whole number including decimal quotients</strong> CSU</td>
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<tr>
<td><strong>Round quotients to up to 1 decimal places</strong> CSU</td>
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<tr>
<td><strong>Solve up to 2-step word problems involving decimals</strong> CSU</td>
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<tr>
<td><strong>Use estimation to check reasonableness of answers</strong> CSU</td>
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<tr>
<td><strong>Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10</strong> CSU</td>
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<tr>
<td><strong>Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation</strong> CSU</td>
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<tr>
<td><strong>Round quotients to up to 2 decimal places</strong> CSU</td>
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<tr>
<td><strong>Solve word problems involving decimals and check reasonableness of answers</strong> CSU</td>
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### Time

<table>
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<tbody>
<tr>
<td><strong>Tell time in terms of on the hour or half-past using analog clocks</strong> CSU</td>
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<tr>
<td><strong>Tell and write time in hours and half-hours using analog and digital clocks</strong> C</td>
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<tr>
<td><strong>Relate time to events of the day</strong> CSU</td>
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<tr>
<td><strong>Estimate reasonable time intervals</strong> CSU</td>
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<tr>
<td><strong>Tell and write time to the nearest 5 minutes from analog and digital clocks</strong> CSU</td>
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<tr>
<td><strong>Use a.m and p.m.</strong> CSU</td>
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<tr>
<td><strong>Find the duration of time intervals in minutes (counting by 5s) or hours</strong> SU</td>
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</tr>
<tr>
<td><strong>Know relationships of time (years, months, days, weeks, hours, and seconds)</strong> S</td>
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<tr>
<td><strong>Tell time to the minute</strong> CSU</td>
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<tr>
<td><strong>Solve word problems involving the addition and subtraction of time in minutes using a number line</strong> SU</td>
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<tr>
<td><strong>Find the duration of time intervals in hours and minutes and solve word problems involving time duration in hours and minutes</strong> CSU</td>
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<tr>
<td><strong>Visualize the relative magnitudes of hours, minutes, and seconds and convert from the larger unit to the smaller unit</strong> CSU</td>
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<tr>
<td><strong>Convert hours and minutes to minutes, and minutes and seconds to seconds, and vice-versa</strong> CSU</td>
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<tr>
<td><strong>Solve word problems involving the four operations and time including simple fractions or decimals</strong> CSU</td>
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### Length, Mass, Weight, and Capacity

<table>
<thead>
<tr>
<th>Length, Mass, Weight, and Capacity</th>
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<tr>
<td><strong>Compare the length of two or more objects in non-standard units</strong> CSU</td>
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<tr>
<td><strong>Measure length in non-standard units</strong> CSU</td>
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<tr>
<td><strong>Measure length using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tools</strong> CSU</td>
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<td>2.MD.2</td>
<td>Measure the length of an object using different units and describe how the measurement relates to the unit size</td>
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<tr>
<td>2.MD.3</td>
<td>Estimate and measure length in meters, centimeters, feet, or inches</td>
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<td>2.MD.4</td>
<td>Measure to find out how much longer one object is than another and find the difference in length</td>
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<td>2.MD.5</td>
<td>Use addition and subtraction within 100 to solve word problems using lengths given in the same unit</td>
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<td>3.MD.2</td>
<td>Compare the mass of two or more objects in non-standard units</td>
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<td>3.MD.2</td>
<td>Estimate and measure mass in kilograms or grams</td>
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<td>3.MD.2</td>
<td>Compare the capacity of two or more containers in non-standard units</td>
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<td>3.MD.2</td>
<td>Estimate and measure capacity in liters</td>
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<tr>
<td>3.MD.2</td>
<td>Solve 1-step word problems involving mass or volume in only one unit</td>
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<td>4.MD.1</td>
<td>Visualize the relative magnitudes of standard measurements of length, mass, capacity, weight, and time</td>
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<td>4.MD.1</td>
<td>Convert a measure in a larger unit to a smaller unit</td>
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<td>4.MD.1</td>
<td>Record measurement equivalencies in a two-column table</td>
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<td></td>
<td>Estimate and measure in length, mass, weight, and capacity, in compound units</td>
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<tr>
<td></td>
<td>Convert between kilometer and meter, meter and centimeter, kilograms and grams, liter and milliliter, feet and inches, pounds and ounces, gallons, quarts, and cups</td>
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<td>Add and subtract length, mass, weight, and capacity compound units</td>
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<td></td>
<td>Solve up to 2-step word problems involving length, mass, capacity, weight, and time in compound units</td>
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<tr>
<td></td>
<td>Multiply and divide length, mass, weight, capacity, and time in compound units</td>
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<td></td>
<td>Solve word problems involving the four operations and length, mass, weight, and capacity</td>
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<tr>
<td>4.MD.2</td>
<td>Solve word problems involving the four operations and length, mass, weight, and capacity, including simple fractions or decimals, converting from larger to smaller representing the measurements using diagrams such as number lines featuring a measurement scale</td>
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<td></td>
<td>Convert between measurements within the same system using fractions</td>
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<tr>
<td>5.MD.1</td>
<td>Convert between measurements within the same system using decimals</td>
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</tbody>
</table>

**Average and rate**

- Calculate the average
- Find the total amount given the average and number of items
- Understand and calculate rate
- Solve 3-step word problems involving average and rate

**Ratio and proportion**

- Use ratio to show relative size of 2 or 3 quantities
- Interpret ratios
- Find equivalent ratios
- Reduce a ratio to lowest terms
- Solve 2-step problems involving ratio
### The symbols indicate where the topic is first introduced or specifically addressed.

**U**: U.S. Edition  **C**: Common Core Edition  **S**: Standards Edition

<table>
<thead>
<tr>
<th>CCS</th>
<th>Percentage</th>
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<tr>
<td></td>
<td>Change fractions and decimals to percentage, and vice versa</td>
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<td></td>
<td>Express part of a whole as a percentage</td>
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<td>Calculate part of the whole given the percentage and the whole</td>
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<td></td>
<td>Solve 2-step word problems involving percentage</td>
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<table>
<thead>
<tr>
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<th>Perimeter, Area, and Volume</th>
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<tr>
<td>3.MD.5</td>
<td>Find the area of shapes by covering them with unit squares or by counting squares</td>
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<td>3.MD.6</td>
<td>Measure areas by counting squares in nonstandard units</td>
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<tr>
<td>3.MD.6</td>
<td>Visualize the relative sizes of square centimeter and square meter, and square inch and square foot</td>
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<tr>
<td>3.MD.6</td>
<td>Measure areas by counting squares in standard units (square cm, square in., square ft.)</td>
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<tr>
<td>3.MD.7a</td>
<td>Find the area of a rectangle by tiling it</td>
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<tr>
<td>3.MD.7a</td>
<td>Derive the formula for area of a rectangle</td>
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<td>3.MD.7b</td>
<td>Use the formula to calculate the area of rectangles with whole number side lengths</td>
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<td>3.MD.7c</td>
<td>Use tiling and area to illustrate the distributive property</td>
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<tr>
<td>3.MD.7d</td>
<td>Find the area of simple composite figures made up of rectangles and solve problems</td>
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<tr>
<td>3.MD.8</td>
<td>Find the perimeter of polygons</td>
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<tr>
<td>3.MD.8</td>
<td>Find an unknown side length of a polygon given the length of the other sides</td>
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<tr>
<td>3.MD.8</td>
<td>Exhibit rectangles with same perimeter and different area, or same area and different perimeter</td>
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<tr>
<td>4.MD.3</td>
<td>Use the area and perimeter formulas for rectangles in real world and mathematical problems</td>
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<tr>
<td>5.MD.3</td>
<td>Understand that volume can be measured with unit cubes</td>
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<tr>
<td>5.MD.4</td>
<td>Measure volumes by counting unit cubes of nonstandard units</td>
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<td>5.MD.5a</td>
<td>Derive the formulas $V = l \times w \times h$</td>
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<tr>
<td>5.MD.5a</td>
<td>Derive the formula $V = b \times h$</td>
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<tr>
<td>5.MD.5b</td>
<td>Find the volume of right rectangle prisms with whole number side length given the lengths and solve word problems</td>
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<tr>
<td>5.MD.5c</td>
<td>Find the volume of compound figures made of right rectangular prisms and solve word problems</td>
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</tbody>
</table>

school@singaporemath.com
<table>
<thead>
<tr>
<th>CCS</th>
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<tbody>
<tr>
<td>Find one dimension of a right rectangular prism given its volume and the other two dimensions</td>
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<tr>
<td>Recognize the equivalence of 1 liter/1000 ml and 1000 cm³</td>
<td></td>
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<tr>
<td>Solve 2-step word problems involving the volume in rectangular tanks and liquid in liters and milliliters or cubic centimeters</td>
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<td>Solve word problems involving finding the volume of a solid using the volume of displaced liquid</td>
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<tr>
<td>Find the radius and diameter of a circle</td>
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</table>

**Geometry**

|   |   |   |   |   |
|---|---|---|---|
| Give and follow directions about location | S |   |   |   |
| Arrange and describe objects in space by proximity, position, and direction | S |   |   |   |
| Identify and name squares, rectangles, circles, and triangles; identify corners and sides | CSU | C |   |   |
| 1.G.1 Determine if a shape is open or closed | C | CS |   |   |
| 1.G.2 Determine whether solid objects can stack, roll, or slide | CS |   |   |   |
| 1.G.2 Create a composite shape with 2-dimensional figures | CSU |   |   |   |
| 1.G.2 Create a composite shape with solids | C | S |   |   |
| 1.G.1 Group triangles, circles, squares, and rectangles according to shape, size, or color | CSU |   |   |   |
| 1.G.1 Group simple shapes according to orientation | C |   |   |   |
| Identify flat and curved surfaces | CSU |   |   |   |
| Identify straight lines and curves | CSU |   |   |   |
| 2.G.1 Identify triangles, quadrilaterals, pentagons and hexagons | C | CS |   |   |
| Identify octagons | CS |   |   |   |
| 2.G.1 Identify cubes | C |   |   |   |
| Complete a pattern according to shape, size, color, or orientation | CSU |   |   |   |
| Complete a pattern according to two of the attributes of shape, size, and orientation | CSU |   |   |   |
| Identify and name semicircles and quarter circles | CSU |   |   |   |
| Identify squares, rectangles, triangles, circles, semicircles, and quarter circles within a given figure | CSU |   |   |   |
| Draw a straight line of a given length | CSU |   |   |   |
| 2.G.1 Recognize and draw shapes having specified attributes | CSU |   |   |   |
| 3.G.1 Categorize some shapes, including quadrilaterals | CS |   |   |   |
| 3.G.1 Identify rhombuses, rectangles, and squares as examples of quadrilaterals | CS |   |   |   |
| 3.G.1 Draw quadrilaterals that are not rhombuses, rectangles, or squares | C |   |   |   |
| Associate an angle as a certain amount of turning | C | CSU |   |   |
| Identify right angles | CSU |   |   |   |
| Tell whether an angle is greater or smaller than a right angle | CSU |   |   |   |
| 4.MD.5 Recognize angles as shapes formed whenever two rays share an endpoint | C |   |   |   |
| 4.MD.5a Understand that angles are measured with reference to degree of turning in a circle | CSU |   |   |   |
## The symbols indicate where the topic is first introduced or specifically addressed.

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<td>4.MD.5a</td>
<td>Understand that 1 degree is 1/360 of a circle</td>
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<td>4.MD.5b</td>
<td>Understand that that an angle that turns through n degrees has a measure of n degrees.</td>
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<td>Measure angles with a protractor</td>
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<td>Draw angles of specified measure</td>
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<td>4.MD.7</td>
<td>Recognize that the angle measure of an angle divided into parts is the sum of the parts. Solve addition and subtraction problems to find unknown angles. Write equations using a symbol to stand for the unknown angle.</td>
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<td></td>
<td>Associate quarter turns with 90°, half turn with 180°, and three-quarter turn with 270°</td>
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<td>4.G.1</td>
<td>Identify and draw perpendicular and parallel lines</td>
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<td>4.G.1</td>
<td>Identify and draw acute and obtuse angles</td>
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<td>4.G.3</td>
<td>Recognize symmetric figures and lines of symmetry, draw lines of symmetry</td>
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<td>Complete a symmetric figure with respect to a given line of symmetry</td>
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<td>4.G.2</td>
<td>Classify 2-D figures based on presence or absence of parallel or perpendicular lines, or angles of a specified size</td>
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<td>Recognize and name parallelograms</td>
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<td>Recognize and name trapezoids, using the exclusive definition of a trapezoid</td>
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<tr>
<td>4.G.2</td>
<td>Recognize and name trapezoids, using the inclusive definition of a trapezoid</td>
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<td>4.G.2</td>
<td>Recognize and name right triangles</td>
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<td>5.G.3</td>
<td>Understand that attributes belonging to a category of 2-dimensional figures belong to all subcategories of that category</td>
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<td>5.G.3</td>
<td>Classify 2-D figures in a hierarchy based on properties</td>
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<td>Recognize and name isosceles and equilateral triangles</td>
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<td>Recognize and name scalene triangles</td>
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<td>Identify and name angles on a straight line, angles at a point, vertically opposite angles</td>
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<td>Recognize that angles on a straight line add to 180°, angles around a point add to 360°, and vertically opposite angles are equal</td>
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<td>Find unknown angles involving angles on a straight line, angles at a point, and vertically opposite angles</td>
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<td>State and find unknown angles involving the properties of parallelograms, rhombuses, and trapezoids</td>
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<td>Recognize and use the property that the angle sum of a triangle is 180°</td>
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<td>State and find unknown angles using angle properties of isosceles triangles, equilateral triangles, and right triangles</td>
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<tr>
<td></td>
<td>Draw squares, rectangles, parallelograms and triangles given dimensions (side lengths and angles)</td>
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<tr>
<td></td>
<td>Identify congruent figures</td>
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</tr>
<tr>
<td></td>
<td>Recognize shapes that can tessellate, identify the shape in a tessellation, draw a tessellation on dot paper</td>
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<td>U</td>
</tr>
</tbody>
</table>
The symbols indicate where the topic is first introduced or specifically addressed.

<table>
<thead>
<tr>
<th>CCS</th>
<th>Recognize figures that have rotational symmetry</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify prisms, pyramids, cylinders, cones, and spheres</td>
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<td>S</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Identify cylinders</td>
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</tr>
<tr>
<td></td>
<td>Identify rectangular and triangular prisms and pyramids</td>
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</tr>
<tr>
<td></td>
<td>Identify nets of prisms and pyramids, or solids from nets</td>
<td>S</td>
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<td>S</td>
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</tr>
</tbody>
</table>

**Coordinate graphs**

- **5.G.1** Understand the coordinate plane, x and y axis and coordinates, and plot ordered pairs (first quadrant)
- **5.OA.3** Generate numerical patterns using two given rules, identify relationships between corresponding terms, create ordered pairs, and graph on a coordinate plane
- **5.OA.3** Find the length of horizontal and vertical lines on the coordinate grid

**Data and Statistics**

- **1.MD.4** Organize, represent, and interpret data in a picture graph with up to 3 categories
- **2.MD.10** Organize, represent, and interpret data in a picture graph with up to 4 categories and single unit scale
- **2.MD.9** Repeatedly measure lengths of objects to the nearest whole units and plot the data on a line plot
- **3.MD.3** Organize, represent, and interpret data in picture graphs with a scale representation
- **3.MD.3** Organize, represent, and interpret data in a bar graph with a scaled axis
- **3.MD.4** Generate measurement data by measuring lengths to the nearest half or fourth of an inch and record the data in a line plot
- **4.MD.4** Make a line plot to display a data set of measurements in fractions (1/2, 1/4, or 1/8). Solve problems involving addition or subtraction of fractions using information in the line plots.
- **4.MD.4** Collect, organize, and present data in line plots
- **4.MD.4** Solve word problems using data presented in bar graphs and tables
- **5.MD.2** Make a line plot to display a data set of measurements in fractions (1/2, 1/4, or 1/8). Use operations on fractions to solve problems involving information in the line plot, such as finding the average
- **5.G.2** Graph points on a coordinate plane and interpret values in context of real-world and mathematical situation
- **5.G.2** Read and interpret line graphs
- **5.G.2** Collect, organize and display data in pie charts
- **5.G.2** Collect, organize and display data in histograms
- **5.G.2** Identify the mode and median of categorical data
- **5.G.2** Understand, find, and compare mean, median, and mode of a set of data
- **5.G.2** Identify whether common events are certain, likely, unlikely, or impossible
- **5.G.2** Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times
The symbols indicate where the topic is first introduced or specifically addressed.


<table>
<thead>
<tr>
<th>CCS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize and display results of simple probability experiments, use the results to predict future events</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Represent all possible outcomes for simple probability experiments</td>
<td></td>
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<td>S</td>
<td></td>
</tr>
<tr>
<td>Express all possible outcome of experimental probability situations verbally and numerically and as fractions</td>
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</tr>
<tr>
<td><strong>Algebra</strong></td>
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<tr>
<td>Write simple equations involving related changes in quantities (e.g. ( y = 3x + 5 )) and solve for the dependent value when given the independent value</td>
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</tr>
<tr>
<td>Write and evaluate simple algebraic expressions in one variable using substitution</td>
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</tr>
<tr>
<td>Use the distributive property in expressions with variables</td>
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</tr>
<tr>
<td>Simplify algebraic expressions in one variable</td>
<td></td>
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</tr>
<tr>
<td>Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid</td>
<td></td>
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</tr>
<tr>
<td>Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers</td>
<td></td>
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<td>S</td>
</tr>
<tr>
<td>Recognize and extend regular number patterns that include negative numbers</td>
<td></td>
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</tr>
<tr>
<td>Find the numerical value of negative numbers</td>
<td></td>
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<td>S</td>
<td></td>
</tr>
<tr>
<td>Add and subtract positive and negative integers</td>
<td></td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid</td>
<td></td>
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<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>
## Kindergarten: Bundle 2: Dealing with Weather

### Standards Alignments

#### NGSS > Performance Expectation > K > K-ESS2 > K-ESS2-1

<table>
<thead>
<tr>
<th>K-ESS2-1</th>
<th>Performance Expectation</th>
<th>Use and share observations of local weather conditions to describe patterns over time.</th>
</tr>
</thead>
</table>

#### NGSS > Performance Expectation > K > K-ESS3 > K-ESS3-2

<table>
<thead>
<tr>
<th>K-ESS3-2</th>
<th>Performance Expectation</th>
<th>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</th>
</tr>
</thead>
</table>

#### NGSS > Performance Expectation > K > K-PS3 > K-PS3-1

<table>
<thead>
<tr>
<th>K-PS3-1</th>
<th>Performance Expectation</th>
<th>Make observations to determine the effect of sunlight on Earth's surface.</th>
</tr>
</thead>
</table>

#### NGSS > Performance Expectation > K > K-PS3 > K-PS3-2

<table>
<thead>
<tr>
<th>K-PS3-2</th>
<th>Performance Expectation</th>
<th>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</th>
</tr>
</thead>
</table>

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## Grade 1: Bundle 3: Patterns in the Sky

### Standards Alignments

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 1st &gt; 1-ESS1 &gt; 1-ESS1-1</th>
<th>View Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-ESS1-1 Performance Expectation Use observations of the sun, moon, and stars to describe patterns that can be predicted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 1st &gt; 1-ESS1 &gt; 1-ESS1-2</th>
<th>View Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-ESS1-2 Performance Expectation Make observations at different times of year to relate the amount of daylight to the time of year.</td>
<td></td>
</tr>
</tbody>
</table>

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# Grade 2: Bundle 3: Mapping Land and Water Standards Alignments

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>View Standard</th>
<th>2nd &gt; 2-ESS2 &gt; 2-ESS2-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-ESS2-2</td>
<td>Performance Expectation</td>
<td>Develop a model to represent the shapes and kinds of land and bodies of water in an area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Expectation</th>
<th>View Standard</th>
<th>2nd &gt; 2-ESS2 &gt; 2-ESS2-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-ESS2-3</td>
<td>Performance Expectation</td>
<td>Obtain information to identify where water is found on Earth and that it can be solid or liquid.</td>
</tr>
</tbody>
</table>

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Grade 1: Bundle 3: Patterns in the Sky

Standards Alignments

NGSS > Performance Expectation >
1st > 1-ESS1 > 1-ESS1-1

1-ESS1-1
Performance Expectation
Use observations of the sun, moon, and stars to describe patterns that can be predicted.

NGSS > Performance Expectation
> 1st > 1-ESS1 > 1-ESS1-2

1-ESS1-2
Performance Expectation
Make observations at different times of year to relate the amount of daylight to the time of year.

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# Grade 5: Bundle 4: Interactions in Matter Standards Alignments

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Expectation</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-PS1-1</td>
<td>Performance Expectation</td>
<td>Develop a model to describe that matter is made of particles too small to be seen.</td>
</tr>
<tr>
<td>5-PS1-2</td>
<td>Performance Expectation</td>
<td>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</td>
</tr>
<tr>
<td>5-PS1-3</td>
<td>Performance Expectation</td>
<td>Make observations and measurements to identify materials based on their properties.</td>
</tr>
<tr>
<td>5-PS1-4</td>
<td>Performance Expectation</td>
<td>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</td>
</tr>
</tbody>
</table>

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### Grade 5: Bundle 4: Interactions in Matter Standards Alignments

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 5th &gt; 5-PS1 &gt; 5-PS1-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-PS1-1 Performance Expectation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 5th &gt; 5-PS1 &gt; 5-PS1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-PS1-2 Performance Expectation</td>
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</table>

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 5th &gt; 5-PS1 &gt; 5-PS1-3</th>
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<tbody>
<tr>
<td>5-PS1-3 Performance Expectation</td>
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</table>

<table>
<thead>
<tr>
<th>NGSS &gt; Performance Expectation &gt; 5th &gt; 5-PS1 &gt; 5-PS1-4</th>
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<tbody>
<tr>
<td>5-PS1-4 Performance Expectation</td>
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</tbody>
</table>

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**Correlations**

Kentucky Academic Standards: Social Studies - Grade K

Your search returned 132 result(s)

<table>
<thead>
<tr>
<th>KY.SS.GC. Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</th>
</tr>
</thead>
</table>

**GC.AE. Academic Expectations**

<table>
<thead>
<tr>
<th>GC.AE.2.15. Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</th>
</tr>
</thead>
</table>

**Social Studies Alive! Me and My World (Grade K)**

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Reading Further

**GC.SC. Primary Skills and Concepts**

<table>
<thead>
<tr>
<th>GC.SC.1.d. Explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community</th>
</tr>
</thead>
</table>

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Can I be a Good Helper at School?
Teacher Subscription: Presentation - Activity

Lesson - How Do I Get Along with Others?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do I Solve Problems with Others
Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Reading Further

**GC.SC.1.e. Investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)**

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Can I be a Good Helper at School?
Teacher Subscription: Presentation - Activity

Lesson - How Do I Get Along with Others?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do I Solve Problems with Others
  Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
  Teacher Subscription: Presentation - Reading Further

GC.SC.2. Explore personal rights and responsibilities:

GC.SC.2.a. Explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)

Social Studies Alive! Me and My World (Grade K)

Lesson - How Can I Help Take Care of the World?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further

Lesson - How Can I be a Good Helper at School?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - How Do I Solve Problems with Others
  Teacher Subscription: Presentation - Reading Further

GC.SC.3. Use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Get Along with Others?
  Teacher Subscription: Presentation - Activity

KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

CS.AE. Academic Expectations

CS.AE.2.16. Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Make Friends?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - What is a Family?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - Who Am I?
  Teacher Subscription: Presentation - Activity
CS.EK. Primary Enduring Knowledge – Understandings

CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do People Live Around the World?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - What is a Family?
Teacher Subscription: Presentation - Reading Further

CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do People Live Around the World?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further

CS.EK.3. Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).

Social Studies Alive! Me and My World (Grade K)

Lesson - How Can I Help Take Care of the World?
Teacher Subscription: Presentation - Activity

Lesson - How Can I be a Good Helper at School?
Teacher Subscription: Presentation - Activity

Lesson - How Do I Get Along with Others?
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Teacher Subscription: Presentation - Activity

Lesson - How Do I Make Friends?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do I Solve Problems with Others
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Live Around the World?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - What is a Family?
Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Activity

Lesson - Where Am I in the World?
Teacher Subscription: Presentation - Activity
CS.EK.4. A variety of factors promote cultural diversity in a community.

**Social Studies Alive! Me and My World (Grade K)**

Lesson - What is in My Neighborhood?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

CS.EK.5. An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Do People Live Around the World?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - What is a Family?
  Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
  Teacher Subscription: Presentation - Reading Further

---

**CS.SC. Primary Skills and Concepts**

**CS.SC.1.** Develop an understanding of the nature of culture:

**CS.SC.1.a.** Explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Do People Live Around the World?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - What is a Family?
  Teacher Subscription: Presentation - Reading Further

**CS.SC.1.b.** Investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Do People Live Around the World?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - What is a Family?
  Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
  Teacher Subscription: Presentation - Reading Further

**CS.SC.3.** Describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Can I Help Take Care of the World?
Lesson - How Can I Help Take Care of the World?
Teacher Subscription: Presentation - Activity

Lesson - How Can I be a Good Helper at School?
Teacher Subscription: Presentation - Activity

Lesson - How Do I Get Along with Others?
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Lesson - What is a Family?
Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Activity

Lesson - Where Am I in the World?
Teacher Subscription: Presentation - Activity

CS.SC.4. Describe and give examples of conflicts and conflict resolution strategies

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Get Along with Others?
Teacher Subscription: Presentation - Preview

Lesson - How Do I Solve Problems with Others
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further

KY.SS.E. Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

E.AE. Academic Expectations

E.AE.2.18. Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Social Studies Alive! Me and My World (Grade K)

Lesson - How Can I Help Take Care of the World?
Teacher Subscription: Presentation - Reading Further
<table>
<thead>
<tr>
<th>E.EK. Primary Enduring Knowledge – Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.EK.2. A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.</td>
</tr>
<tr>
<td><strong>Social Studies Alive! Me and My World (Grade K)</strong></td>
</tr>
<tr>
<td>Lesson - How Can I Help Take Care of the World?</td>
</tr>
<tr>
<td>Teacher Subscription: Presentation - Reading Further</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E.SC. Primary Skills and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.SC.1. Develop an understanding of the nature of limited resources and scarcity:</td>
</tr>
<tr>
<td>E.SC.1.c. Solve economic problems related to prioritizing resources, saving, loaning and spending money</td>
</tr>
<tr>
<td><strong>Social Studies Alive! Me and My World (Grade K)</strong></td>
</tr>
<tr>
<td>Lesson - How Can I Help Take Care of the World?</td>
</tr>
<tr>
<td>Teacher Subscription: Presentation - Reading Further</td>
</tr>
</tbody>
</table>

| E.SC.2. Investigate banks in the community and explain how they help people (e.g., loan money, save money) |
| **Social Studies Alive! Me and My World (Grade K)** |
| Lesson - How Can I Help Take Care of the World? |
| Teacher Subscription: Presentation - Reading Further |

| KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. |

<table>
<thead>
<tr>
<th>G.AE. Academic Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</td>
</tr>
<tr>
<td><strong>Social Studies Alive! Me and My World (Grade K)</strong></td>
</tr>
<tr>
<td>Lesson - How Can I Help Take Care of the World?</td>
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<td>Teacher Subscription: Presentation - Preview</td>
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<thead>
<tr>
<th>G.EK. Primary Enduring Knowledge – Understandings</th>
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<tbody>
<tr>
<td>G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.</td>
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<tr>
<td><strong>Social Studies Alive! Me and My World (Grade K)</strong></td>
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<tr>
<td>Lesson - How Do People Live Around the World?</td>
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<td>Teacher Subscription: Presentation - Reading Further</td>
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| G.EK.2. Patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by |
examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Do People Live Around the World?
   Teacher Subscription: Presentation - Reading Further

Lesson - Where Am I in the World?
   Teacher Subscription: Presentation - Activity

G.EK.3. People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Can I Help Take Care of the World?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing

G.SC. Primary Skills and Concepts

G.SC.1. Develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):

G.SC.1.a. Locate and describe familiar places at school and the community

**Social Studies Alive! Me and My World (Grade K)**

Lesson - What is in My Neighborhood?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing

Lesson - Where Am I in the World?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing

G.SC.1.b. Create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)

**Social Studies Alive! Me and My World (Grade K)**

Lesson - Where Am I in the World?
   Teacher Subscription: Presentation - Activity

G.SC.1.c. Identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)

**Social Studies Alive! Me and My World (Grade K)**

Lesson - How Do People Live Around the World?
   Teacher Subscription: Presentation - Reading Further

Lesson - Where Am I in the World?
   Teacher Subscription: Presentation - Activity

G.SC.2. Investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):
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**KY.SS.HP**. Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**HPAE. Academic Expectations**

**HPAE.2.20.** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**Social Studies Alive! Me and My World (Grade K)**

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**HP.EK. Primary Enduring Knowledge – Understandings**

**HP.EK.1.** History is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.

**Social Studies Alive! Me and My World (Grade K)**

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**HP.EK.2.** History is a series of connected events shaped by multiple cause-effect relationships, tying past to present.

**Social Studies Alive! Me and My World (Grade K)**

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**HP.EK.3.** History has been impacted by significant individuals and groups.
Social Studies Alive! Me and My World (Grade K)

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Reading Further

Lesson - Who Am I?
Teacher Subscription: Presentation - Reading Further

HP.SC. Primary Skills and Concepts

HP.SC.1. Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):

HP.SC.1.b. Distinguish among past, present and future people, places, events

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Make Friends?
Teacher Subscription: Presentation - Reading Further

Lesson - What is a Family?
Teacher Subscription: Presentation - Reading Further

Lesson - What is in My Neighborhood?
Teacher Subscription: Presentation - Reading Further

Lesson - Who Am I?
Teacher Subscription: Presentation - Reading Further

HP.SC.2. Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):

HP.SC.2.a. Investigate and give examples of factual and fictional accounts of historical events

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Make Friends?
Teacher Subscription: Presentation - Reading Further

HP.SC.2.b. Explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)

Social Studies Alive! Me and My World (Grade K)

Lesson - How Do I Make Friends?
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Live Around the World?
Teacher Subscription: Presentation - Reading Further

Lesson - What is a Family?
Teacher Subscription: Presentation - Reading Further

HP.SC.3. Investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty)

Social Studies Alive! Me and My World (Grade K)

Lesson - Where Am I in the World?
Teacher Subscription: Presentation - Reading Further

Lesson - Who Am I?
TCI is a unique K-12 social studies publisher created by teachers, for teachers. With proven classroom results, our curriculum increases test scores and content literacy skills while enabling educators to be more effective and passionate in their teaching. Our programs marry great content, meaningful technology, and interactive experiences.
KY.SS.GC. Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

GCAE. Academic Expectations

GCAE.2.14. Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

GCAE.2.15. Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 1 -- People Vote for Leaders
Student Subscription - Summary

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
Student Subscription - Enrichment Reading -- The Rules of Government
Student Subscription - Enrichment Reading -- What Did You Say?
Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Need Good Citizens
Student Subscription - Section 3 -- Good Citizens Help Others
Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen
### GC.EK. Primary Enduring Knowledge – Understandings

**GC.EK.1.** Local governments are formed to establish order, provide security and accomplish common goals.

**Social Studies Alive! My Community (Grades 1-3)**

- **Lesson - How Do Leaders Help Their Communities?**
  - Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

- **Lesson - What Do Communities Share?**
  - Student Subscription - Section 1 -- We Are Many Communities
  - Student Subscription - Section 6 -- Communities Share Their Pride

- **Lesson - What Is a Community?**
  - Student Subscription - Section 4 -- A Place to Solve Problems

**GC.EK.2.** Citizens of local communities have certain rights and responsibilities in a democratic society.

**Social Studies Alive! My Community (Grades 1-3)**

- **Lesson - How Can One Person Make a Difference in a Community?**
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
  - Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

- **Lesson - What Do Communities Share?**
  - Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
  - Student Subscription - Enrichment Reading -- The Rules of Government
  - Student Subscription - Enrichment Reading -- What Did You Say?

- **Lesson - What Does a Good Citizen Do?**
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription - Introduction
  - Student Subscription - Section 1 -- Communities Need Good Citizens
  - Student Subscription - Section 3 -- Good Citizens Help Others
  - Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
  - Student Subscription - Summary
  - Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
  - Student Subscription: Enrichment Reading -- A Group Can Help the Community
  - Student Subscription: Enrichment Reading -- Being a Responsible Citizen

**GC.EK.3.** Local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government.

**Social Studies Alive! My Community (Grades 1-3)**

- **Lesson - How Do Leaders Help Their Communities?**
  - Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

- **Lesson - What Do Communities Share?**
  - Student Subscription - Section 1 -- We Are Many Communities
  - Student Subscription - Section 6 -- Communities Share Their Pride

- **Lesson - What Is a Community?**
  - Student Subscription - Section 4 -- A Place to Solve Problems

### GC.SC. Primary Skills and Concepts

**GC.SC.1.** Demonstrate (e.g., speak, draw, write) an understanding of the nature of government:
GC.SC.1.a. Explain basic functions (to establish order, to provide security and accomplish common goals) of local government

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Do Communities Share?
Student Subscription - Section 1 -- We Are Many Communities
Student Subscription - Section 6 -- Communities Share Their Pride

Lesson - What Is a Community?
Student Subscription - Section 4 -- A Place to Solve Problems

GC.SC.1.b. Explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Leaders Spend Money for Services
Student Subscription - Section 4 -- Leaders Decide What to Build
Student Subscription - Summary
Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Taxes Help Our Country

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription - Reading Further -- Caring for Central Park
Student Subscription - Enrichment Reading -- Tax Time

GC.SC.1.c. Investigate how the local government pays for services (by collecting taxes from people who live there)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Leaders Spend Money for Services
Student Subscription - Section 4 -- Leaders Decide What to Build
Student Subscription - Summary
Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Taxes Help Our Country
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<th>Topic</th>
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<tr>
<td><strong>Lesson - Who Provides Services in a Community?</strong>&lt;br&gt;Teacher Subscription: Presentation - Activity&lt;br&gt;Teacher Subscription: Presentation - Processing&lt;br&gt;Teacher Subscription: Presentation - Reading Further&lt;br&gt;Student Subscription - Introduction&lt;br&gt;Student Subscription - Section 4 -- People Who Take Care of Our Community&lt;br&gt;Student Subscription - Summary&lt;br&gt;Student Subscription - Reading Further -- Caring for Central Park&lt;br&gt;Student Subscription - Enrichment Reading -- Tax Time</td>
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<td><strong>GC.SC.1.d.</strong> Explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community&lt;br&gt;<strong>Social Studies Alive! My Community (Grades 1-3)</strong>&lt;br&gt;Lesson - How Do Leaders Help Their Communities?&lt;br&gt;Teacher Subscription: Presentation - Activity&lt;br&gt;Teacher Subscription: Presentation - Processing&lt;br&gt;Student Subscription - Section 2 -- Leaders Help Make Laws&lt;br&gt;Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.&lt;br&gt;Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together</td>
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<td><strong>GC.SC.1.e.</strong> Investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)&lt;br&gt;<strong>Social Studies Alive! My Community (Grades 1-3)</strong>&lt;br&gt;Lesson - How Do Leaders Help Their Communities?&lt;br&gt;Teacher Subscription: Presentation - Activity&lt;br&gt;Teacher Subscription: Presentation - Processing&lt;br&gt;Student Subscription - Section 2 -- Leaders Help Make Laws&lt;br&gt;Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.&lt;br&gt;Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together</td>
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<td><strong>GC.SC.2.</strong> Explore personal rights and responsibilities:&lt;br&gt;<strong>GC.SC.2.a.</strong> Explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)&lt;br&gt;<strong>Social Studies Alive! My Community (Grades 1-3)</strong>&lt;br&gt;Lesson - How Are Communities Different?&lt;br&gt;Student Subscription - Enrichment Reading -- Different Times, Different Rules&lt;br&gt;Lesson - How Can One Person Make a Difference in a Community?&lt;br&gt;Teacher Subscription: Presentation - Preview&lt;br&gt;Teacher Subscription: Presentation - Activity&lt;br&gt;Teacher Subscription: Presentation - Processing&lt;br&gt;Teacher Subscription: Presentation - Reading Further&lt;br&gt;Student Subscription - Introduction&lt;br&gt;Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play&lt;br&gt;Student Subscription - Summary&lt;br&gt;Student Subscription - Reading Further -- Homework Help&lt;br&gt;Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community</td>
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<td><strong>Lesson - How Do Communities Change?</strong></td>
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GC.SC.2.b. Describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Summary
Student Subscription - Reading Further -- Homework Help
Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 4 -- People Work to Make Their Communities Better
Student Subscription - Summary

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Reading Further -- Leaders Vote for the Dogs
Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Need Good Citizens
Student Subscription - Section 3 -- Good Citizens Help Others
Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Caring for Central Park

GC.SC.3. Use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

Social Studies Alive! My Community (Grades 1-3)

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
Student Subscription - Enrichment Reading -- What Did You Say?
Student Subscription - Enrichment Reading -- What's Fair?

KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

CS.AE. Academic Expectations

CS.AE.2.16. Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

CS.AE.2.17. Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.EK. Primary Enduring Knowledge – Understandings

CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.

Social Studies Alive! My Community (Grades 1-3)
CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Student Subscription - Enrichment Reading -- What Can We Buy Today?

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Summary

Lesson - What Do Communities Share?
Student Subscription - Summary

CS.EK.3. Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity
| Lesson - What Does a Good Citizen Do? | Teacher Subscription: Presentation - Activity  
| Student Subscription - Section 2 -- Good Citizens Get Along with Others  
| Student Subscription - Summary  
| Student Subscription: Enrichment Reading -- A Group Can Help the Community |

| Lesson - What Is Geography? | Teacher Subscription: Presentation - Activity |

| Lesson - What Is a Community? | Teacher Subscription: Presentation - Activity  
| Student Subscription - Enrichment Reading -- The School Calendar |

| Lesson - Who Provides Services in a Community? | Teacher Subscription: Presentation - Activity |

| CS.EK.4. A variety of factors promote cultural diversity in a community. |

| Social Studies Alive! My Community (Grades 1-3) |

| Lesson - What Do Communities Share? | Student Subscription - Enrichment Reading -- Celebrating Traditions |

| Lesson - What Is a Community? | Student Subscription - Enrichment Reading -- People Come to Marshall, Texas |

| CS.EK.5. An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today. |

| Social Studies Alive! My Community (Grades 1-3) |

| Lesson - How Can I Be a Good Shopper? | Teacher Subscription: Presentation - Reading Further  
| Student Subscription - Reading Further -- Shopping for School |

| Lesson - How Can One Person Make a Difference in a Community? | Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People  
| Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers |

| Lesson - How Do Communities Change? | Teacher Subscription: Presentation - Reading Further  
| Student Subscription - Reading Further -- Los Angeles Grows  
| Student Subscription - Enrichment Reading -- Long Ago and Today  
| Student Subscription: Enrichment Reading -- Cincinnati Grows |

| Lesson - What Do Communities Share? | Student Subscription - Enrichment Reading -- Celebrating Traditions |

| Lesson - What Is a Community? | Student Subscription - Enrichment Reading -- People Come to Marshall, Texas |

| CS.SC. Primary Skills and Concepts |

| CS.SC.1. Develop an understanding of the nature of culture: |

| CS.SC.1.a. Explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) |

| Social Studies Alive! My Community (Grades 1-3) |

| Lesson - How Do Communities Change? | Student Subscription - Enrichment Reading -- Long Ago and Today |
Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

CS.SC.1.b. Investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- Shopping for School

Lesson - How Can One Person Make a Difference in a Community?
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription - Enrichment Reading -- Long Ago and Today
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.SC.2. Investigate social institutions (e.g., schools) in the community

CS.SC.3. Describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 2 -- Good Citizens Get Along with Others
Student Subscription - Summary
Student Subscription: Enrichment Reading -- A Group Can Help the Community

Lesson - What Is Geography?
Teacher Subscription: Presentation - Activity

Lesson - What Is a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Enrichment Reading -- The School Calendar

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Activity

CS.SC.4. Describe and give examples of conflicts and conflict resolution strategies

Social Studies Alive! My Community (Grades 1-3)

Lesson - What Does a Good Citizen Do?
Student Subscription - Section 2 -- Good Citizens Get Along with Others
Student Subscription - Summary

KY.SS.E. Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

E.AE. Academic Expectations

E.AE.2.18. Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Section 3 -- We Buy What We Need
Student Subscription - Section 4 -- We Are Good Shoppers
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?

E.EK. Primary Enduring Knowledge – Understandings

E.EK.1. The basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
E.EK.2. A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Section 3 -- We Buy What We Need
Student Subscription - Section 4 -- We Are Good Shoppers
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
Student Subscription: Enrichment Reading -- Using a Bar Graph

E.EK.3. Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Student Subscription - Enrichment Reading -- Busy at the Bank

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

E.EK.4. Markets enable buyers and sellers to exchange goods and services.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- People Make Many Goods in Factories
Student Subscription - Section 5 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary
E.EK.5. Production, distribution and consumption of goods and services in the community have changed over time.

E.EK.6. Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 2 -- People Make Many Goods in Factories
- Student Subscription - Section 5 -- From Around the World to Our Community
- Student Subscription - Section 6 -- From the Store to You
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 1 -- We Need Money to Buy Things
- Student Subscription - Summary
- Student Subscription - Reading Further -- Shopping for School
- Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 3 -- Communities Share Their Goods
- Student Subscription - Summary

Lesson - Who Provides Services in a Community?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 1 -- People Who Give Us Ideas
- Student Subscription - Section 2 -- People Who Fix Things
- Student Subscription - Section 3 -- People Who Take Care of Us and Our Pets
- Student Subscription - Section 4 -- People Who Take Care of Our Community
- Student Subscription - Summary
- Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC. Primary Skills and Concepts

E.SC.1. Develop an understanding of the nature of limited resources and scarcity:

E.SC.1.a. Investigate and give examples of resources
E.SC.1.b. Explain why people cannot have all the goods and services they want

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
   Student Subscription - Section 2 -- We Make Choices When We Shop
   Student Subscription - Enrichment Reading -- Sour Lemons
   Student Subscription - Enrichment Reading -- What Can We Buy Today?

E.SC.1.c. Solve economic problems related to prioritizing resources, saving, loaning and spending money

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
   Student Subscription - Section 6 -- From the Store to You
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 1 -- We Need Money to Buy Things
   Student Subscription - Section 2 -- We Make Choices When We Shop
   Student Subscription - Section 3 -- We Buy What We Need
   Student Subscription - Section 4 -- We Are Good Shoppers
   Student Subscription - Summary
   Student Subscription - Reading Further -- Shopping for School
   Student Subscription - Enrichment Reading -- Busy at the Bank
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
   Student Subscription - Section 1 -- We Are Many Communities

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.1.d. Explore differences between limited natural resources and limited human resources

E.SC.2. Investigate banks in the community and explain how they help people (e.g., loan money, save money)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 1 -- We Need Money to Buy Things
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Busy at the Bank
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
   Student Subscription - Section 1 -- We Are Many Communities

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.3. Compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)
Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- People Make Many Goods in Factories
Student Subscription - Section 5 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- People Who Give Us Ideas
Student Subscription - Section 2 -- People Who Fix Things
Student Subscription - Section 3 -- People Who Take Care of Us and Our Pets
Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.4. Describe and give examples of production, distribution and consumption of goods and services in the community

Social Studies Alive! My Community (Grades 1-3)
KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

G.AE. Academic Expectations

G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 1 -- Nature Is Important to Us
   Student Subscription - Section 3 -- Using Nature for Food
   Student Subscription - Section 4 -- Using Nature for Clothing
   Student Subscription - Section 5 -- Using Nature to Make Shelter
   Student Subscription - Section 6 -- Polluting Our Water
   Student Subscription - Section 7 -- Spoiling Our Land
   Student Subscription - Section 8 -- Polluting Our Air
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Changes to Our Environment
   Student Subscription - Enrichment Reading -- The Trees of Texas
   Student Subscription - Enrichment Reading -- Tons of Garbage

G.EK. Primary Enduring Knowledge – Understandings

G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.

Social Studies Alive! My Community (Grades 1-3)
Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Summary

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Processing

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Section 2 -- A Map Has a Key
Student Subscription - Section 3 -- A Map Has a Grid
Student Subscription - Section 4 -- A Map Has a Compass Rose
Student Subscription - Summary
Student Subscription - Reading Further -- Mapping a Trip
Student Subscription - Enrichment Reading -- Lots of Lines
Student Subscription - Enrichment Reading -- Make Way for Maps

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- We Are Many Communities

Lesson - What Is Geography?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 5 -- Physical Maps
Student Subscription - Section 6 -- Other Kinds of Maps
Student Subscription - Summary
Student Subscription - Reading Further -- Mapping a Trip
Student Subscription - Enrichment Reading -- Lots of Lines
Student Subscription - Enrichment Reading -- Make Way for Maps

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

G.EK.2. Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Summary

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- Communities Change Over Time
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
G.EK.3. People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Introduction
Student Subscription - Section 1 -- Nature Is Important to Us
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription: Summary
Student Subscription - Enrichment Reading -- Changes to Our Environment
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

G.SC. Primary Skills and Concepts

G.SC.1. Develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):

G.SC.1.a. Locate and describe familiar places at school and the community

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Cities Are Urban Communities
Student Subscription - Section 2 -- Living in Urban Communities
Student Subscription - Section 3 -- Small Towns Are Rural Communities
Student Subscription - Section 4 -- Living in Rural Communities
Student Subscription - Section 5 -- Communities Outside Cities Are Suburbs
Student Subscription - Section 6 -- Living in Suburban Communities
Student Subscription - Summary
Student Subscription - Reading Further -- Instant Suburbs

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Summary
Student Subscription - Reading Further -- Mapping a Trip

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Processing

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 6 -- Other Kinds of Maps
Student Subscription - Summary

Lesson - What Is a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- A Place to Live
Student Subscription - Section 2 -- A Place to Work
Student Subscription - Section 3 -- A Place to Play
Student Subscription - Summary
Student Subscription - Enrichment Reading -- My Family Now and Then

G.SC.1.b. Create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Summary
<table>
<thead>
<tr>
<th>Lesson - What Is Geography?</th>
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<tbody>
<tr>
<td>Student Subscription - Section 6 -- Other Kinds of Maps</td>
</tr>
</tbody>
</table>

**G.SC.1.c. Identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)**

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - How Are Goods Made and Brought to Us?
  - Student Subscription - Reading Further -- Food from the Desert

- Lesson - How Did One Community Change?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity

- Lesson - How Do People Use Our Environment?
  - Student Subscription - Section 2 -- We Live in Many Different Environments

- Lesson - How Do We Use Maps?
  - Student Subscription - Enrichment Reading -- Lots of Lines

- Lesson - What Do Communities Share?
  - Student Subscription - Section 1 -- We Are Many Communities
  - Student Subscription - Section 4 -- Communities Share Their Special Places

- Lesson - What Is Geography?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription - Introduction
  - Student Subscription - Section 1 -- Mountains and Valleys
  - Student Subscription - Section 2 -- Deserts and Plains
  - Student Subscription - Section 3 -- Rivers and Lakes
  - Student Subscription - Section 4 -- Oceans and Islands
  - Student Subscription - Summary
  - Student Subscription - Enrichment Reading -- How Geography Helps Cities Grow

**G.SC.2. Investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):**

**G.SC.2.a. Locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)**

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - How Are Goods Made and Brought to Us?
  - Student Subscription - Reading Further -- Food from the Desert

- Lesson - How Did One Community Change?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity

- Lesson - How Do People Use Our Environment?
  - Student Subscription - Section 2 -- We Live in Many Different Environments

- Lesson - What Do Communities Share?
  - Student Subscription - Section 4 -- Communities Share Their Special Places

- Lesson - What Is Geography?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
G.SC.2.b. Identify and explain patterns of human settlement in different places

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Did One Community Change?
- Teacher Subscription: Presentation - Activity
- Student Subscription - Section 2 -- People Find Gold
- Student Subscription - Summary

Lesson - How Do Communities Change?
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 1 -- Communities Change Over Time
- Student Subscription - Section 2 -- People Move to a Community
- Student Subscription - Section 3 -- People Move Away from a Community
- Student Subscription - Summary
- Student Subscription - Reading Further -- Los Angeles Grows
- Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Is a Community?
- Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

G.SC.3. Compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do People Use Our Environment?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 1 -- Nature Is Important to Us
- Student Subscription - Section 2 -- We Live in Many Different Environments
- Student Subscription - Section 6 -- Polluting Our Water
- Student Subscription - Section 7 -- Spoiling Our Land
- Student Subscription - Section 8 -- Polluting Our Air
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Changes to Our Environment
- Student Subscription - Enrichment Reading -- The Trees of Texas
- Student Subscription - Enrichment Reading -- Tons of Garbage

G.SC.4. Recognize how technology helps people move, settle, and interact in the world

**KY.SS.HP. Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.**
HRAE. Academic Expectations

HRAE.2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can I Be a Good Shopper?
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
   Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
   Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
   Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 1 -- A Small Town
   Student Subscription - Section 2 -- People Find Gold
   Student Subscription - Section 3 -- Becoming a City
   Student Subscription - Section 4 -- Life in the City
   Student Subscription - Section 5 -- The San Francisco Earthquake
   Student Subscription - Section 6 -- Timeline of the Earthquake
   Student Subscription - Summary
   Student Subscription - Reading Further -- Family Stories
   Student Subscription - Enrichment Reading -- Time for the Fair
   Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
   Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
   Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Good Citizen Lincoln
   Student Subscription: Enrichment Reading -- A Group Can Help the Community
   Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- One Community's History
   Student Subscription - Enrichment Reading -- Fact Detectives
   Student Subscription - Enrichment Reading -- My Family Now and Then
   Student Subscription - Enrichment Reading -- People Come to Marshall, Texas
Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

HPEK. Primary Enduring Knowledge – Understandings

HPEK.1. History is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Did One Community Change?
Student Subscription: Enrichment Reading -- Now and Then

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further

HPEK.2. History is a series of connected events shaped by multiple cause-effect relationships, tying past to present.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 3 -- Becoming a City
Student Subscription - Section 4 -- Life in the City
Student Subscription - Section 5 -- The San Francisco Earthquake
Student Subscription - Section 6 -- Timeline of the Earthquake
Student Subscription - Summary
Student Subscription: Reading Further -- Family Stories
Student Subscription - Enrichment Reading -- Time for the Fair
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Does a Good Citizen Do?
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas
Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription - Enrichment Reading -- Long Ago and Today
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Good Citizen Lincoln
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

HPSC. Primary Skills and Concepts

HPSC.1. Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):

HPSC.1.a. Examine the past (of selves and the community)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Change Over Time
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 3 -- Becoming a City
Student Subscription - Section 4 -- Life in the City
Student Subscription - Section 5 -- The San Francisco Earthquake
Student Subscription - Section 6 -- Timeline of the Earthquake
Student Subscription - Summary
Student Subscription - Reading Further -- Family Stories
Student Subscription - Enrichment Reading -- Time for the Fair
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Happy Birthday, USA!
Lesson - What Does a Good Citizen Do?
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Reading Further -- Good Citizen Lincoln
  Student Subscription: Enrichment Reading -- A Group Can Help the Community
  Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Reading Further -- One Community's History
  Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
  Student Subscription: Enrichment Reading -- Working and Earning Money

HP SC.1.c. Explain why people move and settle in different places; explore the contributions of diverse groups

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Did One Community Change?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription - Section 2 -- People Find Gold
  Student Subscription - Summary

Lesson - How Do Communities Change?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Section 1 -- Communities Change Over Time
  Student Subscription - Section 2 -- People Move to a Community
  Student Subscription - Section 3 -- People Move Away from a Community
  Student Subscription - Summary
  Student Subscription - Reading Further -- Los Angeles Grows
  Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Is a Community?
  Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

HP SC.2. Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):

HP SC.2.a. Investigate and give examples of factual and fictional accounts of historical events

Social Studies Alive! My Community (Grades 1-3)

Lesson - What Is a Community?
  Student Subscription - Enrichment Reading -- Fact Detectives

HP SC.2.b. Explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
  Student Subscription - Reading Further -- Instant Suburbs
  Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can One Person Make a Difference in a Community?
  Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
  Teacher Subscription: Presentation - Preview
Lesson - How Do Communities Change?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription - Section 1 -- Communities Change Over Time
  Student Subscription - Section 2 -- People Move to a Community
  Student Subscription - Section 3 -- People Move Away from a Community
  Student Subscription - Summary
  Student Subscription - Enrichment Reading -- Long Ago and Today
  Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do People Use Our Environment?
  Teacher Subscription: Presentation - Activity
  Student Subscription - Section 4 -- Using Nature for Clothing

Lesson - What Is a Community?
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Reading Further -- One Community's History
  Student Subscription - Enrichment Reading -- My Family Now and Then

HPSC.3. Investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
  Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - What Do Communities Share?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Section 6 -- Communities Share Their Pride
  Student Subscription - Summary
  Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
  Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
**KY.SS.GC. Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.**

**GCAE. Academic Expectations**

GCAE.2.15. Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - Biography Bank
  - Enrichment Resource - Biography Bank: Adams, Abigail

- Lesson - How Can One Person Make a Difference in a Community?
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Student Subscription: Section 1 -- Jane Addams Gave Children a Place to Play
  - Student Subscription: Enrichment Reading -- Who Makes a Difference in Your Community

- Lesson - How Do Leaders Help Their Communities?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Student Subscription: Introduction
  - Student Subscription: Section 1 -- People Vote for Leaders
  - Student Subscription: Summary

- Lesson - What Do Communities Share?
  - Student Subscription: Enrichment Reading -- Freedom of Speech Is Our Right
  - Student Subscription: Enrichment Reading -- The Rules of Government
  - Student Subscription: Enrichment Reading -- What Did You Say?
  - Student Subscription: Enrichment Reading -- What's Fair?

- Lesson - What Does a Good Citizen Do?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription: Introduction
  - Student Subscription: Section 1 -- Communities Need Good Citizens
  - Student Subscription: Section 3 -- Good Citizens Help Others
  - Student Subscription: Section 4 -- Good Citizens Help Care for Their Community
  - Student Subscription: Summary
  - Student Subscription: Enrichment Reading -- Good Citizens Take Care of the Flag
  - Student Subscription: Enrichment Reading -- A Group Can Help the Community
  - Student Subscription: Enrichment Reading -- Being a Responsible Citizen

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*Your search returned 825 result(s)*
### GC.EK. Primary Enduring Knowledge – Understandings

#### GC.EK.1. Local governments are formed to establish order, provide security and accomplish common goals.

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - How Do Leaders Help Their Communities?
  - Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

- Lesson - What Do Communities Share?
  - Student Subscription - Section 1 -- We Are Many Communities
  - Student Subscription - Section 6 -- Communities Share Their Pride

- Lesson - What Is a Community?
  - Student Subscription - Section 4 -- A Place to Solve Problems

#### GC.EK.2. Citizens of local communities have certain rights and responsibilities in a democratic society.

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - How Can One Person Make a Difference in a Community?
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
  - Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

- Lesson - What Do Communities Share?
  - Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
  - Student Subscription - Enrichment Reading -- The Rules of Government
  - Student Subscription - Enrichment Reading -- What Did You Say?

- Lesson - What Does a Good Citizen Do?
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription - Introduction
  - Student Subscription - Section 1 -- Communities Need Good Citizens
  - Student Subscription - Section 3 -- Good Citizens Help Others
  - Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
  - Student Subscription - Summary
  - Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
  - Student Subscription: Enrichment Reading -- A Group Can Help the Community
  - Student Subscription: Enrichment Reading -- Being a Responsible Citizen

#### GC.EK.3. Local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government.

**Social Studies Alive! My Community (Grades 1-3)**

- Lesson - How Do Leaders Help Their Communities?
  - Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

- Lesson - What Do Communities Share?
  - Student Subscription - Section 1 -- We Are Many Communities
  - Student Subscription - Section 6 -- Communities Share Their Pride

- Lesson - What Is a Community?
  - Student Subscription - Section 4 -- A Place to Solve Problems

### GC.SC. Primary Skills and Concepts

#### GC.SC.1. Demonstrate (e.g., speak, draw, write) an understanding of the nature of government:
GC.SC.1.a. Explain basic functions (to establish order, to provide security and accomplish common goals) of local government

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
  Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Do Communities Share?
  Student Subscription - Section 1 -- We Are Many Communities
  Student Subscription - Section 6 -- Communities Share Their Pride

Lesson - What Is a Community?
  Student Subscription - Section 4 -- A Place to Solve Problems

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GC.SC.1.b. Explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Section 3 -- Leaders Spend Money for Services
  Student Subscription - Section 4 -- Leaders Decide What to Build
  Student Subscription - Summary
  Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
  Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
  Student Subscription - Enrichment Reading -- Taxes Help Our Country

Lesson - Who Provides Services in a Community?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Introduction
  Student Subscription - Section 4 -- People Who Take Care of Our Community
  Student Subscription - Summary
  Student Subscription - Reading Further -- Caring for Central Park
  Student Subscription - Enrichment Reading -- Tax Time

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GC.SC.1.c. Investigate how the local government pays for services (by collecting taxes from people who live there)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription - Section 3 -- Leaders Spend Money for Services
  Student Subscription - Section 4 -- Leaders Decide What to Build
  Student Subscription - Summary
  Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
  Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
  Student Subscription - Enrichment Reading -- Taxes Help Our Country
Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription - Reading Further -- Caring for Central Park
Student Subscription - Enrichment Reading -- Tax Time

GC.SC.1.d. Explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Section 2 -- Leaders Help Make Laws
Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.
Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

GC.SC.1.e. Investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Section 2 -- Leaders Help Make Laws
Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.
Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

GC.SC.2. Explore personal rights and responsibilities:

GC.SC.2.a. Explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Summary
Student Subscription - Reading Further -- Homework Help
Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 4 -- People Work to Make Their Communities Better
Student Subscription - Summary

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - How Do People Use Our Environment?
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Good Choices
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Need Good Citizens
Student Subscription - Section 3 -- Good Citizens Help Others
Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is Geography?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Riding for Climate

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Caring for Central Park

GC.SC.2.b. Describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Summary
Student Subscription - Reading Further -- Homework Help
Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 4 -- People Work to Make Their Communities Better
Student Subscription - Summary

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Reading Further -- Leaders Vote for the Dogs
Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Need Good Citizens
Student Subscription - Section 3 -- Good Citizens Help Others
Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Caring for Central Park

GC.SC.3. Use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
Student Subscription - Enrichment Reading -- What Did You Say?
Student Subscription - Enrichment Reading -- What's Fair?

KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

CS.AE. Academic Expectations

CS.AE.2.17. Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.EK. Primary Enduring Knowledge – Understandings

CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Communities Change?
Student Subscription - Enrichment Reading -- Long Ago and Today
Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Student Subscription - Enrichment Reading -- What Can We Buy Today?

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Summary

Lesson - What Do Communities Share?
Student Subscription - Summary

CS.EK.3. Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Activity
| CS.EK.4. A variety of factors promote cultural diversity in a community. |
| Social Studies Alive! My Community (Grades 1-3) |
| Lesson - What Do Communities Share? |
| Student Subscription - Enrichment Reading -- Celebrating Traditions |

| Lesson - What Is a Community? |
| Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People |

| Lesson - How Do Communities Change? |
| Teacher Subscription: Presentation - Reading Further |
| Student Subscription - Enrichment Reading -- Long Ago and Today |

| Lesson - What Do Communities Share? |
| Student Subscription - Enrichment Reading -- Celebrating Traditions |

| Lesson - What Is a Community? |
| Student Subscription - Enrichment Reading -- People Come to Marshall, Texas |

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| CS.SC. Primary Skills and Concepts |
| CS.SC.1. Develop an understanding of the nature of culture: |

| CS.SC.1.a. Explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) |
| Social Studies Alive! My Community (Grades 1-3) |

| Lesson - How Do Communities Change? |
| Student Subscription - Enrichment Reading -- Long Ago and Today |

| Lesson - What Do Communities Share? |
| Student Subscription - Enrichment Reading -- Celebrating Traditions |
CS.SC.1.b. Investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - How Can One Person Make a Difference in a Community?
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription - Enrichment Reading -- Long Ago and Today
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

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CS.SC.3. Describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity
Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 2 -- Good Citizens Get Along with Others
Student Subscription - Summary
Student Subscription: Enrichment Reading -- A Group Can Help the Community

Lesson - What Is Geography?
Teacher Subscription: Presentation - Activity

Lesson - What Is a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Enrichment Reading -- The School Calendar

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Activity

CS.SC.4. Describe and give examples of conflicts and conflict resolution strategies

Social Studies Alive! My Community (Grades 1-3)

Lesson - What Does a Good Citizen Do?
Student Subscription - Section 2 -- Good Citizens Get Along with Others
Student Subscription - Summary

KY.SS.E. Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

E.AE. Academic Expectations

E.AE.2.18. Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Section 3 -- We Buy What We Need
Student Subscription - Section 4 -- We Are Good Shoppers
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?

E.EK. Primary Enduring Knowledge – Understandings

E.EK.1. The basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
E.EK.2. A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Section 3 -- We Buy What We Need
Student Subscription - Section 4 -- We Are Good Shoppers
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
Student Subscription: Enrichment Reading -- Using a Bar Graph

E.EK.3. Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Student Subscription - Enrichment Reading -- Busy at the Bank

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

E.EK.4. Markets enable buyers and sellers to exchange goods and services.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- We Make Many Goods in Factories
Student Subscription - Section 3 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
E.EK.6. Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Goods Made and Brought to Us?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 2 -- People Make Many Goods in Factories
- Student Subscription - Section 5 -- From Around the World to Our Community
- Student Subscription - Section 6 -- From the Store to You
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 1 -- We Need Money to Buy Things
- Student Subscription - Summary
- Student Subscription - Reading Further -- Shopping for School
- Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 3 -- Communities Share Their Goods
- Student Subscription - Summary

Lesson - Who Provides Services in a Community?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 1 -- People Who Give Us Ideas
- Student Subscription - Section 2 -- People Who Fix Things
- Student Subscription - Section 3 -- People Who Take Care of Us and Our Pets
- Student Subscription - Section 4 -- People Who Take Care of Our Community
- Student Subscription - Summary
- Student Subscription: Enrichment Reading -- Working and Earning Money

**E.SC. Primary Skills and Concepts**

**E.SC.1. Develop an understanding of the nature of limited resources and scarcity:**

**E.SC.1.b. Explain why people cannot have all the goods and services they want**

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
- Student Subscription - Section 2 -- We Make Choices When We Shop
- Student Subscription - Enrichment Reading -- Sour Lemons
- Student Subscription - Enrichment Reading -- What Can We Buy Today?
Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
   Student Subscription - Section 6 -- From the Store to You
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 1 -- We Need Money to Buy Things
   Student Subscription - Section 2 -- We Make Choices When We Shop
   Student Subscription - Section 3 -- We Buy What We Need
   Student Subscription - Section 4 -- We Are Good Shoppers
   Student Subscription - Summary
   Student Subscription - Reading Further -- Shopping for School
   Student Subscription - Enrichment Reading -- Busy at the Bank
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
   Student Subscription - Section 1 -- We Are Many Communities

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.2. Investigate banks in the community and explain how they help people (e.g., loan money, save money)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 1 -- We Need Money to Buy Things
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Busy at the Bank
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
   Student Subscription - Section 1 -- We Are Many Communities

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.3. Compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 2 -- People Make Many Goods in Factories
   Student Subscription - Section 5 -- From Around the World to Our Community
   Student Subscription - Section 6 -- From the Store to You
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Making Bikes to Make a Living
Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Introduction
Student Subscription - Section 1 -- People Who Give Us Ideas
Student Subscription - Section 2 -- People Who Fix Things
Student Subscription - Section 3 -- People Who Take Care of Us and Our Pets
Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Working and Earning Money

E.S.C.4. Describe and give examples of production, distribution and consumption of goods and services in the community

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Introduction
Student Subscription - Section 2 -- People Make Many Goods in Factories
Student Subscription - Section 3 -- A Busy Shirt Factory
Student Subscription - Section 4 -- How Goods Are Brought to Stores
Student Subscription - Section 5 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - What Is Geography?
Student Subscription - Enrichment Reading -- Geography and Jobs in Ohio

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

G.AE. Academic Expectations

G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- Nature Is Important to Us
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Changes to Our Environment
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

G.EK. Primary Enduring Knowledge – Understandings

G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Summary

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Processing

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Section 2 -- A Map Has a Key
Student Subscription - Section 3 -- A Map Has a Grid
Student Subscription - Section 4 -- A Map Has a Compass Rose
Student Subscription - Summary
Student Subscription - Reading Further -- Mapping a Trip
Student Subscription - Enrichment Reading -- Lots of Lines
Student Subscription - Enrichment Reading -- Make Way for Maps

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- We Are Many Communities

Lesson - What Is Geography?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 5 -- Physical Maps
Student Subscription - Section 6 -- Other Kinds of Maps
Student Subscription - Summary
Student Subscription - Reading Further -- Riding for Climate

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

G.EK.2. Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Summary

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- Communities Change Over Time
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - What Do Communities Share?
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
G.EK.3. People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- Nature Is Important to Us
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Changes to Our Environment
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

G.SC. Primary Skills and Concepts

G.SC.1. Develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):

G.SC.1.a. Locate and describe familiar places at school and the community

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Cities Are Urban Communities
Student Subscription - Section 2 -- Living in Urban Communities
Student Subscription - Section 3 -- Small Towns Are Rural Communities
Student Subscription - Section 4 -- Living in Rural Communities
Student Subscription - Section 5 -- Communities Outside Cities Are Suburbs
Student Subscription - Section 6 -- Living in Suburban Communities
Student Subscription - Summary
Student Subscription - Reading Further -- Instant Suburbs
Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Summary
Student Subscription - Reading Further -- Mapping a Trip

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Processing

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 6 -- Other Kinds of Maps
Student Subscription - Summary

Lesson - What Is a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- A Place to Live
Student Subscription - Section 2 -- A Place to Work
Student Subscription - Section 3 -- A Place to Play
Student Subscription - Summary
Student Subscription - Enrichment Reading -- My Family Now and Then

G.SC.1.b. Create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- A Map Shows a Place
Student Subscription - Summary

Lesson - What Is Geography?
Student Subscription - Section 6 -- Other Kinds of Maps

G.SC.1.c. Identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert
Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity

Lesson - How Do People Use Our Environment?
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - How Do We Use Maps?
Student Subscription - Enrichment Reading -- Lots of Lines

Lesson - What Do Communities Share?
Student Subscription - Section 1 -- We Are Many Communities
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Mountains and Valleys
Student Subscription - Section 2 -- Deserts and Plains
Student Subscription - Section 3 -- Rivers and Lakes
Student Subscription - Section 4 -- Oceans and Islands
Student Subscription - Summary
Student Subscription - Enrichment Reading -- How Geography Helps Cities Grow

G.SC.2. Investigate the Earth's surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):

G.SC.2.a. Locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity

Lesson - How Do People Use Our Environment?
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - What Do Communities Share?
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Mountains and Valleys
Student Subscription - Section 2 -- Deserts and Plains
Student Subscription - Section 3 -- Rivers and Lakes
Student Subscription - Section 4 -- Oceans and Islands
Student Subscription - Summary
Student Subscription - Enrichment Reading -- How Geography Helps Cities Grow

G.SC.2.b. Identify and explain patterns of human settlement in different places
### Social Studies Alive! My Community (Grades 1-3)

**Lesson - How Did One Community Change?**
- Teacher Subscription: Presentation - Activity
- Student Subscription - Section 2 -- People Find Gold
- Student Subscription - Summary

**Lesson - How Do Communities Change?**
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 1 -- Communities Change Over Time
- Student Subscription - Section 2 -- People Move to a Community
- Student Subscription - Section 3 -- People Move Away from a Community
- Student Subscription - Summary
- Student Subscription - Reading Further -- Los Angeles Grows
- Student Subscription: Enrichment Reading -- Cincinnati Grows

**Lesson - What Is a Community?**
- Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

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**G.S.C.3.** Compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)

### Social Studies Alive! My Community (Grades 1-3)

**Lesson - How Do People Use Our Environment?**
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription - Section 1 -- Nature Is Important to Us
- Student Subscription - Section 2 -- We Live in Many Different Environments
- Student Subscription - Section 6 -- Polluting Our Water
- Student Subscription - Section 7 -- Spoiling Our Land
- Student Subscription - Section 8 -- Polluting Our Air
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Changes to Our Environment
- Student Subscription - Enrichment Reading -- The Trees of Texas
- Student Subscription - Enrichment Reading -- Tons of Garbage

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**KY.SS.HP.** Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### HPAE. Academic Expectations

**HPAE.2.20.** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### Social Studies Alive! My Community (Grades 1-3)

**Lesson - Biography Bank**
- Enrichment Resource - Biography Bank: Adams, Abigail
- Enrichment Resource - Biography Bank: Revere, Paul
- Enrichment Resource - Biography Bank: Truth, Sojourner

**Lesson - How Are Communities Different?**
- Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?
Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 3 -- Becoming a City
Student Subscription - Section 4 -- Life in the City
Student Subscription - Section 5 -- The San Francisco Earthquake
Student Subscription - Section 6 -- Timeline of the Earthquake
Student Subscription - Summary
Student Subscription - Reading Further -- Family Stories
Student Subscription - Enrichment Reading -- Time for the Fair
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Good Citizen Lincoln
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- Fact Detectives
Student Subscription - Enrichment Reading -- My Family Now and Then
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

HPEK. Primary Enduring Knowledge – Understandings

HPEK1. History is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.

Social Studies Alive! My Community (Grades 1-3)
Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Did One Community Change?
Student Subscription: Enrichment Reading -- Now and Then

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further

| HPEK.2. History is a series of connected events shaped by multiple cause-effect relationships, tying past to present. |
| Social Studies Alive! My Community (Grades 1-3) |
| Lesson - Biography Bank |
| Enrichment Resource - Biography Bank: Adams, Abigail |
| Enrichment Resource - Biography Bank: Revere, Paul |
| Enrichment Resource - Biography Bank: Truth, Sojourner |

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 3 -- Becoming a City
Student Subscription - Section 4 -- Life in the City
Student Subscription - Section 5 -- The San Francisco Earthquake
Student Subscription - Section 6 -- Timeline of the Earthquake
Student Subscription - Summary
Student Subscription - Reading Further -- Family Stories
Student Subscription - Enrichment Reading -- Time for the Fair
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Does a Good Citizen Do?
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money
HPEK.3. History has been impacted by significant individuals and groups.

Social Studies Alive! My Community (Grades 1-3)

Lesson - Biography Bank
   Enrichment Resource - Biography Bank: Adams, Abigail
   Enrichment Resource - Biography Bank: Revere, Paul
   Enrichment Resource - Biography Bank: Truth, Sojourner

Lesson - How Can I Be a Good Shopper?
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
   Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
   Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
   Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
   Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
   Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
   Student Subscription - Enrichment Reading -- Long Ago and Today
   Student Subscription - Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
   Teacher Subscription: Presentation - Activity
   Student Subscription - Introduction
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- Good Citizen Lincoln
   Student Subscription: Enrichment Reading -- A Group Can Help the Community
   Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

HRSC. Primary Skills and Concepts

HRSC.1. Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):

HRSC.1.a. Examine the past (of selves and the community)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can One Person Make a Difference in a Community?
   Teacher Subscription: Presentation - Activity
Lesson - How Did One Community Change?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Introduction
- Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Introduction
- Student Subscription: Section 1 -- Communities Change Over Time
- Student Subscription: Section 2 -- People Move to a Community
- Student Subscription: Section 3 -- People Move Away from a Community
- Student Subscription - Summary
- Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Is a Community?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Reading Further -- One Community's History
- Student Subscription: Enrichment Reading -- People Come to Marshall, Texas

Lesson - How Can I Be a Good Shopper?
- Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
- Teacher Subscription: Presentation - Activity
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- Student Subscription: Section 4 -- Life in the City
- Student Subscription: Section 5 -- The San Francisco Earthquake
- Student Subscription: Section 6 -- Timeline of the Earthquake
- Student Subscription - Summary
- Student Subscription - Reading Further -- Family Stories
- Student Subscription - Enrichment Reading -- Time for the Fair
- Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
- Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
- Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Good Citizen Lincoln
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

HP.SC.1.c. Explain why people move and settle in different places; explore the contributions of diverse groups

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Summary

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- Communities Change Over Time
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

HP.SC.2. Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- Fact Detectives

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Student Subscription - Reading Further -- Instant Suburbs
Student Subscription - Enrichment Reading -- It Happened in Our Town... or Did It?
Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 4 -- Life in the City
Student Subscription - Reading Further -- Family Stories

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Preview
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Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Long Ago and Today
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 4 -- Using Nature for Clothing

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- My Family Now and Then

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 6 -- Communities Share Their Pride
Student Subscription - Summary
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag

HPSC.3. Investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song “My Country, ‘Tis of Thee,” the Fourth of July, Veterans’ Day, the Statue of Liberty)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 6 -- Communities Share Their Pride
Student Subscription - Summary
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag

www.teachtci.com
800-497-6138, ext. 0
info@teachtci.com

About TCI

TCI is a unique K-12 social studies publisher created by teachers, for teachers. With proven classroom results, our curriculum increases test scores and content literacy skills while enabling educators to be more
effective and passionate in their teaching. Our programs marry great content, meaningful technology, and interactive experiences.
**Correlations**

**Kentucky Academic Standards: Social Studies - Grade 2**

Your search returned 825 result(s)

<table>
<thead>
<tr>
<th>KY.SS.GC. Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</th>
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</thead>
</table>

**GCAE. Academic Expectations**

**GCAE.2.15. Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.**

**Social Studies Alive! My Community (Grades 1-3)**

- **Lesson - Biography Bank**
  - Enrichment Resource - Biography Bank: Adams, Abigail

- **Lesson - How Can One Person Make a Difference in a Community?**
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
  - Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

- **Lesson - How Do Leaders Help Their Communities?**
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Student Subscription - Introduction
  - Student Subscription - Section 1 -- People Vote for Leaders
  - Student Subscription - Summary

- **Lesson - What Do Communities Share?**
  - Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
  - Student Subscription - Enrichment Reading -- The Rules of Government
  - Student Subscription - Enrichment Reading -- What Did You Say?
  - Student Subscription - Enrichment Reading -- What's Fair?

- **Lesson - What Does a Good Citizen Do?**
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription - Introduction
  - Student Subscription - Section 1 -- Communities Need Good Citizens
  - Student Subscription - Section 3 -- Good Citizens Help Others
  - Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
  - Student Subscription - Summary
  - Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
  - Student Subscription: Enrichment Reading -- A Group Can Help the Community
  - Student Subscription: Enrichment Reading -- Being a Responsible Citizen
<table>
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<tr>
<th>GC.EK. Primary Enduring Knowledge – Understandings</th>
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<tbody>
<tr>
<td><strong>GC.EK.1.</strong> Local governments are formed to establish order, provide security and accomplish common goals.</td>
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</tbody>
</table>

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
- Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Do Communities Share?
- Student Subscription - Section 1 -- We Are Many Communities
- Student Subscription - Section 6 -- Communities Share Their Pride

Lesson - What Is a Community?
- Student Subscription - Section 4 -- A Place to Solve Problems

**GC.EK.2.** Citizens of local communities have certain rights and responsibilities in a democratic society.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can One Person Make a Difference in a Community?
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
- Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - What Do Communities Share?
- Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
- Student Subscription - Enrichment Reading -- The Rules of Government
- Student Subscription - Enrichment Reading -- What Did You Say?

Lesson - What Does a Good Citizen Do?
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Introduction
- Student Subscription - Section 1 -- Communities Need Good Citizens
- Student Subscription - Section 3 -- Good Citizens Help Others
- Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
- Student Subscription: Enrichment Reading -- A Group Can Help the Community
- Student Subscription: Enrichment Reading -- Being a Responsible Citizen

**GC.EK.3.** Local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
- Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Do Communities Share?
- Student Subscription - Section 1 -- We Are Many Communities
- Student Subscription - Section 6 -- Communities Share Their Pride

Lesson - What Is a Community?
- Student Subscription - Section 4 -- A Place to Solve Problems

<table>
<thead>
<tr>
<th>GC.SC. Primary Skills and Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>GC.SC.1.</strong> Demonstrate (e.g., speak, draw, write) an understanding of the nature of government:</td>
</tr>
</tbody>
</table>

GC.SC.1.a. Explain basic functions (to establish order, to provide security and accomplish common goals) of local government

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
- Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Do Communities Share?
- Student Subscription - Section 1 -- We Are Many Communities
- Student Subscription - Section 6 -- Communities Share Their Pride

Lesson - What Is a Community?
- Student Subscription - Section 4 -- A Place to Solve Problems

GC.SC.1.b. Explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 3 -- Leaders Spend Money for Services
- Student Subscription - Section 4 -- Leaders Decide What to Build
- Student Subscription - Summary
- Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
- Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
- Student Subscription - Enrichment Reading -- Taxes Help Our Country

Lesson - Who Provides Services in a Community?
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Introduction
- Student Subscription - Section 4 -- People Who Take Care of Our Community
- Student Subscription - Summary
- Student Subscription - Reading Further -- Caring for Central Park
- Student Subscription - Enrichment Reading -- Tax Time

GC.SC.1.c. Investigate how the local government pays for services (by collecting taxes from people who live there)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Leaders Help Their Communities?
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Section 3 -- Leaders Spend Money for Services
- Student Subscription - Section 4 -- Leaders Decide What to Build
- Student Subscription - Summary
- Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - What Do Communities Share?
- Student Subscription - Enrichment Reading -- What's Fair?

Lesson - What Does a Good Citizen Do?
- Student Subscription - Enrichment Reading -- Taxes Help Our Country
Lesson - Who Provides Services in a Community?
 Teacher Subscription: Presentation - Activity
 Teacher Subscription: Presentation - Processing
 Teacher Subscription: Presentation - Reading Further
 Student Subscription - Introduction
 Student Subscription - Section 4 -- People Who Take Care of Our Community
 Student Subscription - Summary
 Student Subscription - Reading Further -- Caring for Central Park
 Student Subscription - Enrichment Reading -- Tax Time

GC.SC.1.d. Explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
 Teacher Subscription: Presentation - Activity
 Teacher Subscription: Presentation - Processing
 Student Subscription - Section 2 -- Leaders Help Make Laws
 Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.
 Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Does a Good Citizen Do?
 Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
 Student Subscription: Enrichment Reading -- Being a Responsible Citizen

GC.SC.1.e. Investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
 Teacher Subscription: Presentation - Activity
 Teacher Subscription: Presentation - Processing
 Student Subscription - Section 2 -- Leaders Help Make Laws
 Student Subscription - Enrichment Reading -- A Trip to Washington, D.C.
 Student Subscription - Enrichment Reading -- Leaders Help Us Live and Work Together

Lesson - What Does a Good Citizen Do?
 Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
 Student Subscription: Enrichment Reading -- Being a Responsible Citizen

GC.SC.2. Explore personal rights and responsibilities:

GC.SC.2.a. Explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
 Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Can One Person Make a Difference in a Community?
 Teacher Subscription: Presentation - Preview
 Teacher Subscription: Presentation - Activity
 Teacher Subscription: Presentation - Processing
 Teacher Subscription: Presentation - Reading Further
 Student Subscription - Introduction
 Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
 Student Subscription - Summary
 Student Subscription - Reading Further -- Homework Help
 Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Communities Change?
Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 4 -- People Work to Make Their Communities Better
Student Subscription - Summary

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Reading Further -- Leaders Vote for the Dogs

Lesson - How Do People Use Our Environment?
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Good Choices
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Communities Need Good Citizens
Student Subscription - Section 3 -- Good Citizens Help Others
Student Subscription - Section 4 -- Good Citizens Help Care for Their Community
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is Geography?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Riding for Climate

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Caring for Central Park

GC.SC.2.b. Describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Summary
Student Subscription - Reading Further -- Homework Help
Student Subscription - Enrichment Reading -- Who Makes a Difference in Your Community

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
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Student Subscription - Section 4 -- People Work to Make Their Communities Better
Student Subscription - Summary

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Reading Further -- Leaders Vote for the Dogs
Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Preview
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Teacher Subscription: Presentation - Reading Further
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Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Caring for Central Park

GC.SC.3. Use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

Social Studies Alive! My Community (Grades 1-3)
Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Freedom of Speech Is Our Right
Student Subscription - Enrichment Reading -- What Did You Say?
Student Subscription - Enrichment Reading -- What's Fair?

KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

CS.AE. Academic Expectations
CS.AE.2.17. Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Social Studies Alive! My Community (Grades 1-3)
Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.EK. Primary Enduring Knowledge – Understandings
CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.

Social Studies Alive! My Community (Grades 1-3)
Lesson - How Do Communities Change?
Student Subscription - Enrichment Reading -- Long Ago and Today
CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Student Subscription - Enrichment Reading -- What Can We Buy Today?

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Introduction
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Summary

Lesson - What Do Communities Share?
Student Subscription - Summary

CS.EK.3. Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 2 -- Good Citizens Get Along with Others
Student Subscription - Summary
Student Subscription: Enrichment Reading -- A Group Can Help the Community

Lesson - What Is Geography?
Teacher Subscription: Presentation - Activity

Lesson - What Is a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Enrichment Reading -- The School Calendar

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Activity

CS.EK.4. A variety of factors promote cultural diversity in a community.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.EK.5. An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - How Can One Person Make a Difference in a Community?
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription - Enrichment Reading -- Long Ago and Today
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.SC. Primary Skills and Concepts

**CS.SC.1. Develop an understanding of the nature of culture:**

**CS.SC.1.a. Explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)**

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Do Communities Change?
Student Subscription - Enrichment Reading -- Long Ago and Today

Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions
CS.SC.1.b. Investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Shopping for School

Lesson - How Can One Person Make a Difference in a Community?
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Lesson - What Do Communities Share?
Student Subscription - Enrichment Reading -- Celebrating Traditions

Lesson - What Is a Community?
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

CS.SC.3. Describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Activity

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity

Lesson - How Do Leaders Help Their Communities?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity

Lesson - How Do We Use Maps?
Teacher Subscription: Presentation - Activity

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Activity
<table>
<thead>
<tr>
<th>Lesson - What Does a Good Citizen Do?</th>
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<tr>
<td>Teacher Subscription: Presentation - Activity</td>
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<td>Student Subscription - Section 2 -- Good Citizens Get Along with Others</td>
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<tr>
<td>Student Subscription - Summary</td>
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</tbody>
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**CS.SC.4**. Describe and give examples of conflicts and conflict resolution strategies

**Social Studies Alive! My Community (Grades 1-3)**

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**KY.SS.E. Big Idea: Economics** - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

**E.AE. Academic Expectations**

**E.AE.2.18.** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

**Social Studies Alive! My Community (Grades 1-3)**

<table>
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</tr>
<tr>
<td>Student Subscription - Introduction</td>
</tr>
<tr>
<td>Student Subscription - Section 2 -- We Make Choices When We Shop</td>
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<tr>
<td>Student Subscription - Section 3 -- We Buy What We Need</td>
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<tr>
<td>Student Subscription - Section 4 -- We Are Good Shoppers</td>
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<tr>
<td>Student Subscription - Summary</td>
</tr>
<tr>
<td>Student Subscription - Reading Further -- Shopping for School</td>
</tr>
<tr>
<td>Student Subscription - Enrichment Reading -- Sour Lemons</td>
</tr>
<tr>
<td>Student Subscription - Enrichment Reading -- What Can We Buy Today?</td>
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</tbody>
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**E.EK. Primary Enduring Knowledge – Understandings**

**E.EK.1.** The basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.

**Social Studies Alive! My Community (Grades 1-3)**

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E.EK.2. A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
   Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 2 -- We Make Choices When We Shop
   Student Subscription - Section 3 -- We Buy What We Need
   Student Subscription - Section 4 -- We Are Good Shoppers
   Student Subscription - Summary
   Student Subscription - Reading Further -- Shopping for School
   Student Subscription - Enrichment Reading -- Sour Lemons
   Student Subscription - Enrichment Reading -- What Can We Buy Today?
   Student Subscription: Enrichment Reading -- Using a Bar Graph

E.EK.3. Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
   Student Subscription - Enrichment Reading -- Busy at the Bank

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money

E.EK.4. Markets enable buyers and sellers to exchange goods and services.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 2 -- We Make Many Goods in Factories
   Student Subscription - Section 3 -- From Around the World to Our Community
   Student Subscription - Section 4 -- From the Store to You
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Section 1 -- We Need Money to Buy Things
   Student Subscription - Summary
   Student Subscription - Reading Further -- Shopping for School
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Section 3 -- Communities Share Their Goods
   Student Subscription - Summary

Lesson - Who Provides Services in a Community?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
E.EK.6. Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 2 -- People Make Many Goods in Factories
Student Subscription - Section 5 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- People Who Give Us Ideas
Student Subscription - Section 2 -- People Who Fix Things
Student Subscription - Section 3 -- People Who Take Care of Us and Our Pets
Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC. Primary Skills and Concepts

E.SC.1. Develop an understanding of the nature of limited resources and scarcity:

E.SC.1.b. Explain why people cannot have all the goods and services they want

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
Student Subscription - Section 2 -- We Make Choices When We Shop
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
E.SC.2. Investigate banks in the community and explain how they help people (e.g., loan money, save money)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Can I Be a Good Shopper?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Student Subscription - Section 1 -- We Need Money to Buy Things
  Student Subscription - Summary
  Student Subscription - Enrichment Reading -- Busy at the Bank
  Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
  Student Subscription - Section 1 -- We Are Many Communities

Lesson - Who Provides Services in a Community?
  Student Subscription: Enrichment Reading -- Working and Earning Money

E.SC.3. Compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
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  Student Subscription - Section 6 -- From the Store to You
  Student Subscription - Summary
  Student Subscription - Enrichment Reading -- Making Bikes to Make a Living
Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription - Enrichment Reading -- Sour Lemons
Student Subscription - Enrichment Reading -- What Can We Buy Today?
Student Subscription: Enrichment Reading -- Using a Bar Graph

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Student Subscription - Summary

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Student Subscription - Section 2 -- People Who Fix Things
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Student Subscription - Section 4 -- People Who Take Care of Our Community
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Working and Earning Money

Lesson - How Are Goods Made and Brought to Us?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 2 -- People Make Many Goods in Factories
Student Subscription - Section 3 -- A Busy Shirt Factory
Student Subscription - Section 4 -- How Goods Are Brought to Stores
Student Subscription - Section 5 -- From Around the World to Our Community
Student Subscription - Section 6 -- From the Store to You
Student Subscription - Summary
Student Subscription: Enrichment Reading -- Making Bikes to Make a Living

Lesson - How Can I Be a Good Shopper?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- We Need Money to Buy Things
Student Subscription - Summary
Student Subscription - Reading Further -- Shopping for School
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 3 -- Communities Share Their Goods
Student Subscription - Summary

Lesson - What Is Geography?
Student Subscription - Enrichment Reading -- Geography and Jobs in Ohio

Lesson - Who Provides Services in a Community?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

G.AE. Academic Expectations

G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 1 -- Nature Is Important to Us
   Student Subscription - Section 3 -- Using Nature for Food
   Student Subscription - Section 4 -- Using Nature for Clothing
   Student Subscription - Section 5 -- Using Nature to Make Shelter
   Student Subscription - Section 6 -- Polluting Our Water
   Student Subscription - Section 7 -- Spoiling Our Land
   Student Subscription - Section 8 -- Polluting Our Air
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Changes to Our Environment
   Student Subscription - Enrichment Reading -- The Trees of Texas
   Student Subscription - Enrichment Reading -- Tons of Garbage

G.EK. Primary Enduring Knowledge – Understandings

G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Summary

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Processing

Lesson - How Do We Use Maps?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
G.EK.2. Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Summary

Lesson - How Do Communities Change?
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription - Section 1 -- Communities Change Over Time
Student Subscription - Section 2 -- People Move to a Community
Student Subscription - Section 3 -- People Move Away from a Community
Student Subscription - Summary
Student Subscription - Reading Further -- Los Angeles Grows
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - What Do Communities Share?
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Lesson - What Is a Community?
Teacher Subscription - Enrichment Reading -- People Come to Marshall, Texas

G.EK.3. People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Student Subscription - Enrichment Reading -- Different Times, Different Rules

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription - Introduction
Student Subscription - Section 1 -- Nature Is Important to Us
Student Subscription - Section 3 -- Using Nature for Food
Student Subscription - Section 4 -- Using Nature for Clothing
Student Subscription - Section 5 -- Using Nature to Make Shelter
Student Subscription - Section 6 -- Polluting Our Water
Student Subscription - Section 7 -- Spoiling Our Land
Student Subscription - Section 8 -- Polluting Our Air
Student Subscription - Summary
Student Subscription - Enrichment Reading -- Changes to Our Environment
Student Subscription - Enrichment Reading -- The Trees of Texas
Student Subscription - Enrichment Reading -- Tons of Garbage

G.SC. Primary Skills and Concepts

G.SC.1. Develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):

G.SC.1.a. Locate and describe familiar places at school and the community

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Communities Different?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Cities Are Urban Communities
Student Subscription - Section 2 -- Living in Urban Communities
Student Subscription - Section 3 -- Small Towns Are Rural Communities
Student Subscription - Section 4 -- Living in Rural Communities
Student Subscription - Section 5 -- Communities Outside Cities Are Suburbs
Student Subscription - Section 6 -- Living in Suburban Communities
Student Subscription - Summary
Student Subscription - Reading Further -- Instant Suburbs
Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity

Lesson - How Do People Use Our Environment?
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - How Do We Use Maps?
Student Subscription - Enrichment Reading -- Lots of Lines

Lesson - What Do Communities Share?
Student Subscription - Section 1 -- We Are Many Communities
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Mountains and Valleys
Student Subscription - Section 2 -- Deserts and Plains
Student Subscription - Section 3 -- Rivers and Lakes
Student Subscription - Section 4 -- Oceans and Islands
Student Subscription - Summary
Student Subscription - Enrichment Reading -- How Geography Helps Cities Grow

G.SC.2. Investigate the Earth's surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):

G.SC.2.a. Locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Are Goods Made and Brought to Us?
Student Subscription - Reading Further -- Food from the Desert

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity

Lesson - How Do People Use Our Environment?
Student Subscription - Section 2 -- We Live in Many Different Environments

Lesson - What Do Communities Share?
Student Subscription - Section 4 -- Communities Share Their Special Places

Lesson - What Is Geography?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- Mountains and Valleys
Student Subscription - Section 2 -- Deserts and Plains
Student Subscription - Section 3 -- Rivers and Lakes
Student Subscription - Section 4 -- Oceans and Islands
Student Subscription - Summary
Student Subscription - Enrichment Reading -- How Geography Helps Cities Grow

G.SC.2.b. Identify and explain patterns of human settlement in different places
Lesson - How Did One Community Change?
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 2 -- People Find Gold
   Student Subscription - Summary

Lesson - How Do Communities Change?
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Section 1 -- Communities Change Over Time
   Student Subscription - Section 2 -- People Move to a Community
   Student Subscription - Section 3 -- People Move Away from a Community
   Student Subscription - Summary
   Student Subscription - Reading Further -- Los Angeles Grows
   Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Is a Community?
   Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

G.S.C.3. Compare ways people and animals modify the physical environment to meet their basic needs
(e.g., clearing land to build homes versus building nests and burrows as shelters)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 1 -- Nature Is Important to Us
   Student Subscription - Section 2 -- We Live in Many Different Environments
   Student Subscription - Section 6 -- Polluting Our Water
   Student Subscription - Section 7 -- Spoiling Our Land
   Student Subscription - Section 8 -- Polluting Our Air
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Changes to Our Environment
   Student Subscription - Enrichment Reading -- The Trees of Texas
   Student Subscription - Enrichment Reading -- Tons of Garbage

KY.SS.HP. Big Idea: Historical Perspective - History is an account of events, people, ideas and
their interaction over time that can be interpreted through multiple perspectives.
In order for students to understand the present and plan for the future, they must
understand the past. Studying history engages students in the lives, aspirations,
struggles, accomplishments, and failures of real people. Students need to think in
an historical context in order to understand significant ideas, beliefs, themes,
patterns and events, and how individuals and societies have changed over time in
Kentucky, the United States and the World.

HPAE. Academic Expectations

HPAE.2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues
to develop historical perspective.

Social Studies Alive! My Community (Grades 1-3)

Lesson - Biography Bank
   Enrichment Resource - Biography Bank: Adams, Abigail
   Enrichment Resource - Biography Bank: Revere, Paul
   Enrichment Resource - Biography Bank: Truth, Sojourner

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?
Lesson - How Can I Be a Good Shopper?
Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
Teacher Subscription: Presentation - Activity
Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription - Introduction
Student Subscription - Section 1 -- A Small Town
Student Subscription - Section 2 -- People Find Gold
Student Subscription - Section 3 -- Becoming a City
Student Subscription - Section 4 -- Life in the City
Student Subscription - Section 5 -- The San Francisco Earthquake
Student Subscription - Section 6 -- Timeline of the Earthquake
Student Subscription - Summary
Student Subscription - Reading Further -- Family Stories
Student Subscription - Enrichment Reading -- Time for the Fair
Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- Good Citizen Lincoln
Student Subscription: Enrichment Reading -- A Group Can Help the Community
Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
Teacher Subscription: Presentation - Reading Further
Student Subscription - Reading Further -- One Community's History
Student Subscription - Enrichment Reading -- Fact Detectives
Student Subscription - Enrichment Reading -- My Family Now and Then
Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
Student Subscription: Enrichment Reading -- Working and Earning Money

HPEK. Primary Enduring Knowledge – Understandings

HPEK.1. History is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.

Social Studies Alive! My Community (Grades 1-3)
Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Did One Community Change?
   Student Subscription: Enrichment Reading -- Now and Then

Lesson - What Is a Community?
   Teacher Subscription: Presentation - Reading Further

HPEK.2. History is a series of connected events shaped by multiple cause-effect relationships, tying past to present.

Social Studies Alive! My Community (Grades 1-3)

Lesson - Biography Bank
   Enrichment Resource - Biography Bank: Adams, Abigail
   Enrichment Resource - Biography Bank: Revere, Paul
   Enrichment Resource - Biography Bank: Truth, Sojourner

Lesson - How Are Communities Different?
   Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can I Be a Good Shopper?
   Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
   Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
   Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
   Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 1 -- A Small Town
   Student Subscription - Section 2 -- People Find Gold
   Student Subscription - Section 3 -- Becoming a City
   Student Subscription - Section 4 -- Life in the City
   Student Subscription - Section 5 -- The San Francisco Earthquake
   Student Subscription - Section 6 -- Timeline of the Earthquake
   Student Subscription - Summary
   Student Subscription - Reading Further -- Family Stories
   Student Subscription - Enrichment Reading -- Time for the Fair
   Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
   Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - What Does a Good Citizen Do?
   Student Subscription: Enrichment Reading -- A Group Can Help the Community
   Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - What Is a Community?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- One Community's History
   Student Subscription - Enrichment Reading -- People Come to Marshall, Texas

Lesson - Who Provides Services in a Community?
   Student Subscription: Enrichment Reading -- Working and Earning Money
HPEK.3. History has been impacted by significant individuals and groups.

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - Biography Bank
- Enrichment Resource - Biography Bank: Adams, Abigail
- Enrichment Resource - Biography Bank: Revere, Paul
- Enrichment Resource - Biography Bank: Truth, Sojourner

Lesson - How Can I Be a Good Shopper?
- Student Subscription: Enrichment Reading -- Using a Bar Graph

Lesson - How Can One Person Make a Difference in a Community?
- Student Subscription - Section 1 -- Jane Addams Gave Children a Place to Play
- Student Subscription - Section 2 -- Garrett A. Morgan Made His Community Safer
- Student Subscription - Section 3 -- Susan La Flesche Picotte Helped Sick People
- Student Subscription - Section 4 -- Luis Valdez Helped Farmworkers

Lesson - How Did One Community Change?
- Student Subscription: Enrichment Reading -- Now and Then

Lesson - How Do Communities Change?
- Student Subscription - Enrichment Reading -- Long Ago and Today
- Student Subscription - Enrichment Reading -- Cincinnati Grows

Lesson - How Do Leaders Help Their Communities?
- Teacher Subscription: Presentation - Activity
- Student Subscription - Introduction
- Student Subscription - Summary
- Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - How Do People Use Our Environment?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Reading Further -- Using Plants in New Ways

Lesson - What Do Communities Share?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
- Teacher Subscription: Presentation - Reading Further
- Student Subscription - Reading Further -- Good Citizen Lincoln
- Student Subscription: Enrichment Reading -- A Group Can Help the Community
- Student Subscription: Enrichment Reading -- Being a Responsible Citizen

Lesson - Who Provides Services in a Community?
- Student Subscription: Enrichment Reading -- Working and Earning Money

HPSC. Primary Skills and Concepts

HPSC.1. Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):

HPSC.1.a. Examine the past (of selves and the community)

**Social Studies Alive! My Community (Grades 1-3)**

Lesson - How Are Communities Different?
- Student Subscription - Enrichment Reading -- It Happened in Our Town . . . or Did It?

Lesson - How Can One Person Make a Difference in a Community?
- Teacher Subscription: Presentation - Activity
<table>
<thead>
<tr>
<th>Lesson - How Do People Use Our Environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Subscription: Presentation - Reading Further</td>
</tr>
<tr>
<td>Student Subscription: Reading Further -- Using Plants in New Ways</td>
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<td>Student Subscription: Reading Further -- One Community's History</td>
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<td>Student Subscription: Enrichment Reading -- People Come to Marshall, Texas</td>
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<th>Social Studies Alive! My Community (Grades 1-3)</th>
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<tbody>
<tr>
<td>HP.SC.1.c. Explain why people move and settle in different places; explore the contributions of diverse groups</td>
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<tr>
<th>Lesson - How Did One Community Change?</th>
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<tr>
<td>Teacher Subscription: Presentation - Activity</td>
</tr>
<tr>
<td>Teacher Subscription: Presentation - Processing</td>
</tr>
<tr>
<td>Student Subscription: Section 2 -- People Find Gold</td>
</tr>
<tr>
<td>Student Subscription: Summary</td>
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</tbody>
</table>

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<tr>
<td>Teacher Subscription: Presentation - Activity</td>
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<tr>
<td>Teacher Subscription: Presentation - Reading Further</td>
</tr>
<tr>
<td>Student Subscription: Section 1 -- Communities Change Over Time</td>
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<tr>
<td>Student Subscription: Section 2 -- People Move to a Community</td>
</tr>
<tr>
<td>Student Subscription: Section 3 -- People Move Away from a Community</td>
</tr>
<tr>
<td>Student Subscription: Summary</td>
</tr>
<tr>
<td>Student Subscription: Reading Further -- Los Angeles Grows</td>
</tr>
<tr>
<td>Student Subscription: Enrichment Reading -- Cincinnati Grows</td>
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<tr>
<td>Student Subscription: Enrichment Reading -- People Come to Marshall, Texas</td>
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<tr>
<th>Social Studies Alive! My Community (Grades 1-3)</th>
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<tbody>
<tr>
<td>HP.SC.2. Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):</td>
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<thead>
<tr>
<th>Lesson - What Is a Community?</th>
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<tbody>
<tr>
<td>Student Subscription: Enrichment Reading -- Fact Detectives</td>
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<tr>
<th>Social Studies Alive! My Community (Grades 1-3)</th>
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<tbody>
<tr>
<td>HP.SC.2.a. Investigate and give examples of factual and fictional accounts of historical events</td>
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<tr>
<th>Lesson - How Are Communities Different?</th>
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</thead>
<tbody>
<tr>
<td>Student Subscription: Reading Further -- Instant Suburbs</td>
</tr>
<tr>
<td>Student Subscription: Enrichment Reading -- It Happened in Our Town . . . or Did It?</td>
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<th>Social Studies Alive! My Community (Grades 1-3)</th>
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<tbody>
<tr>
<td>HP.SC.2.b. Explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)</td>
</tr>
</tbody>
</table>
Lesson - How Can One Person Make a Difference in a Community?
   Teacher Subscription: Presentation - Activity

Lesson - How Did One Community Change?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Introduction
   Student Subscription - Section 1 -- A Small Town
   Student Subscription - Section 2 -- People Find Gold
   Student Subscription - Section 4 -- Life in the City
   Student Subscription - Reading Further -- Family Stories

Lesson - How Do Communities Change?
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription - Introduction
   Student Subscription - Section 1 -- Communities Change Over Time
   Student Subscription - Section 2 -- People Move to a Community
   Student Subscription - Section 3 -- People Move Away from a Community
   Student Subscription - Summary
   Student Subscription - Enrichment Reading -- Long Ago and Today
   Student Subscription: Enrichment Reading -- Cincinnati Grows

Lesson - How Do People Use Our Environment?
   Teacher Subscription: Presentation - Activity
   Student Subscription - Section 4 -- Using Nature for Clothing

Lesson - What Is a Community?
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Reading Further -- One Community's History
   Student Subscription - Enrichment Reading -- My Family Now and Then

Lesson - How Do Leaders Help Their Communities?
   Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - What Do Communities Share?
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Section 6 -- Communities Share Their Pride
   Student Subscription - Summary
   Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
   Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag

HPSC.3. Investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song “My Country, ‘Tis of Thee,” the Fourth of July, Veterans’ Day, the Statue of Liberty)

Social Studies Alive! My Community (Grades 1-3)

Lesson - How Do Leaders Help Their Communities?
   Student Subscription - Enrichment Reading -- Honoring Our Presidents

Lesson - What Do Communities Share?
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Reading Further
   Student Subscription - Section 6 -- Communities Share Their Pride
   Student Subscription - Summary
   Student Subscription - Reading Further -- Happy Birthday, USA!

Lesson - What Does a Good Citizen Do?
   Student Subscription - Enrichment Reading -- Good Citizens Take Care of the Flag

www.teachtci.com
800-497-6138, ext. 0
info@teachtci.com

About TCI

TCI is a unique K-12 social studies publisher created by teachers, for teachers. With proven classroom results, our curriculum increases test scores and content literacy skills while enabling educators to be more
effective and passionate in their teaching. Our programs marry great content, meaningful technology, and interactive experiences.
**Correlations**

**KY.SS.GC. Big Idea: Government and Civics** - The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

**GCAE. Academic Expectations**

**GCAE.2.14.** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

*SociaL Studies Alive! America’s Past 2016 (Grades 4-6)*

Lesson - Our Role In Government
- Student Text - Section 5
- Student Text - Introduction
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing

Lesson - The Constitution
- Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy

**GCAE.2.15.** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

*SociaL Studies Alive! America’s Past 2016 (Grades 4-6)*

Lesson - Comparing the Colonies
- Student Text - Enrichment Reading - Taking Part in Politics: Colonial Times to Today

Lesson - Our Role In Government
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
- Student Text - Section 5
- Student Text - Introduction
- Student Text - Reading Further
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing

Lesson - The Bill of Rights
- Student Text - Introduction
- Student Text - Reading Further
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
- Student Text - Section 4
- Student Text - Section 5
- Student Text - Section 6
- Student Text - Section 7
GC.EK. Grade 4 Enduring Knowledge – Understandings

GC.EK.2. The Constitution of Kentucky establishes a government of limited powers that are shared among different levels and branches.

*Social Studies Alive! America’s Past 2016 (Grades 4-6)*

Lesson - The Constitution
Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy

GC.EK.3. All citizens of Kentucky have rights and responsibilities as members of a democratic society, including civic participation.

*Social Studies Alive! America's Past 2016 (Grades 4-6)*

Lesson - Comparing the Colonies
Student Text - Enrichment Reading - Taking Park in Politics: Colonial Times to Today

Lesson - Our Role In Government
Student Text - Section 2
Student Text - Section 3
Student Text - Section 5
Student Text - Introduction
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - The Bill of Rights
Student Text - Introduction
Student Text - Reading Further
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Section 8
Teacher Subscription: Presentation - Activity

Lesson - The Constitution
Student Text - Enrichment Reading - Establishing a Limited Government
Student Text - Enrichment Reading - Voting Rights

Lesson - To Declare Independence or Not
Student Text - Enrichment Reading - Public Policy: Why, How, Who?

GC.EK.4. Fundamental values and principles of American representative democracy are expressed in Kentucky's Constitution.

*Social Studies Alive! America's Past 2016 (Grades 4-6)*

Lesson - The Constitution
Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy
### GC.SC. Grade 4 Skills and Concepts

**GC.SC.1. Demonstrate an understanding of the nature of government:**

- **GC.SC.1.a.** Explore basic functions of state government (e.g., to establish order, to provide security and to accomplish common goals)
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - The Constitution
  - Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy
  - Student Text - Enrichment Reading - Our Federal System of Government

- **GC.SC.1.b.** Explain and give examples of services state governments provide (e.g., state police and fire protection, state parks, highway maintenance, snow removal)
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - Tensions Grow Between the Colonies and Great Britain
  - Student Text - Enrichment Reading - Taxes, Then and Now
  - Lesson - The Constitution
  - Student Text - Enrichment Reading - Our Federal System of Government

- **GC.SC.1.c.** Describe how the state government provides services to its citizens (e.g., collecting taxes)
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - Tensions Grow Between the Colonies and Great Britain
  - Student Text - Enrichment Reading - Taxes, Then and Now
  - Lesson - The Constitution
  - Student Text - Enrichment Reading - Our Federal System of Government

- **GC.SC.1.d.** Describe the structure of state government (e.g., the executive, legislative and judicial branches) and explain why power is shared among different branches
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - The Constitution
  - Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy
  - Student Text - Enrichment Reading - Our Federal System of Government

- **GC.SC.1.e.** Investigate and give examples of state laws and explain their purpose
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - The Constitution
  - Student Text - Enrichment Reading - Our Federal System of Government

**GC.SC.2. Explore rights and responsibilities:**

- **GC.SC.2.a.** Describe, give examples, and compare rights and responsibilities
  - *Social Studies Alive! America's Past 2016 (Grades 4-6)*
  - Lesson - Comparing the Colonies
  - Student Text - Enrichment Reading - Taking Part in Politics: Colonial Times to Today
  - Lesson - Our Role In Government
  - Student Text - Section 1
  - Student Text - Section 2
  - Student Text - Section 3
GC.SC.2.b. Describe the benefits of citizenship and find examples of citizenship in current events/news media

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - Our Role In Government
Student Text - Section 5
Student Text - Introduction
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

GC.SC.3. Use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (e.g., life, liberty, pursuit of safety and happiness, acquiring and protecting property) found in Kentucky's Constitution

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - The Constitution
Student Text - Enrichment Reading - Our Constitutions: Foundations of Democracy

KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World and that issues and challenges unite and divide them.

CS.EK. Grade 4 Enduring Knowledge – Understandings

CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
   Student Text - Section 1
   Student Text - Enrichment Reading - American Indian Economic Patterns
   Student Text - Enrichment Reading - Economic Activity Among the American Indians
   Teacher Subscription: Presentation - Activity

Lesson - Comparing the Colonies
   Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Shaping America's Economy
   Teacher Subscription: Presentation - Processing

Lesson - Slavery in the Americas
   Student Text - Enrichment Reading - African Influence in North America, Then and Now

**CS.SC. Grade 4 Skills and Concepts**

**CS.SC.1. Develop an understanding of the nature of culture:**

**CS.SC.1.a. Explore and compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (e.g., Native Americans and early settlers) in the early settlement of Kentucky**

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
   Student Text - Section 1
   Student Text - Section 6
**KY.SS.E. Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### E.AE. Academic Expectations

**E.AE.2.18.** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

- Lesson - Comparing the Colonies
  - Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

- Lesson - Early English Settlements
  - Student Text - Enrichment Reading - Resources, Factors of Production, Scarcity, and Choice

- Lesson - Routes of Exploration to the New World
  - Student Text - Enrichment Reading - Exploration, Trade, and Interdependence

- Lesson - Shaping America’s Economy
  - Student Text - Section 1
  - Student Text - Enrichment Reading - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
  - Teacher Subscription: Presentation - Activity

### E.EK. Grade 4 Enduring Knowledge – Understandings

**E.EK.2.** A variety of fundamental economic concepts impact individuals and groups.

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

- Lesson - Routes of Exploration to the New World
  - Student Text - Enrichment Reading - Exploration, Trade, and Interdependence

- Lesson - Shaping America’s Economy
  - Student Text - Section 1
  - Student Text - Enrichment Reading - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
  - Student Text - Reading Further
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing

- Lesson - The American Industrial Revolution
  - Student Text - Reading Further

- Lesson - The Diverse Peoples of the West
  - Student Text - Enrichment Reading - The Gold Rush: Supply and Demand

**E.EK.4.** Markets enable buyers and sellers to exchange goods and services.

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

- Lesson - American Indian Cultural Regions
  - Student Text - Enrichment Reading - American Indian Economic Patterns
  - Student Text - Enrichment Reading - Economic Activity Among the American Indians
E.EK.6. Individuals, groups and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
- Student Text - Enrichment Reading - American Indian Economic Patterns
- Student Text - Enrichment Reading - Economic Activity Among the American Indians

Lesson - Comparing the Colonies
- Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
- Student Text - Enrichment Reading - Resources, Factors of Production, Scarcity, and Choice

Lesson - Shaping America's Economy
- Student Text - Section 1
- Student Text - Enrichment Reading - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
- Teacher Subscription: Presentation - Activity

Lesson - Slavery in the Americas
- Student Text - Enrichment Reading - Labor in Colonial Virginia and Now

Lesson - The American Industrial Revolution
- Student Text - Reading Further

**E.SC. Grade 4 Skills and Concepts**

**E.SC.1. Develop an understanding of the nature of limited resources and scarcity:**

**E.SC.1.a. Use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky**

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
- Student Text - Enrichment Reading - Economic Activity Among the American Indians

Lesson - Comparing the Colonies
- Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Shaping America's Economy
- Student Text - Enrichment Reading - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Lesson - Slavery in the Americas
Student Text - Enrichment Reading - Labor in Colonial Virginia and Now

E.SC.1.b. Explain why individuals, groups, and businesses must make economic decisions due to the scarcity of resources

Social Studies Alive! America's Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Enrichment Reading - Economic Activity Among the American Indians

Lesson - Comparing the Colonies
Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
Student Text - Enrichment Reading - Resources, Factors of Production, Scarcity, and Choice

Lesson - Shaping America's Economy
Student Text - Enrichment Reading - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Text - Reading Further

E.SC.1.d. Investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Enrichment Reading - American Indian Economic Patterns
Student Text - Enrichment Reading - Economic Activity Among the American Indians

Lesson - Comparing the Colonies
Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Shaping America's Economy
Student Text - Section 1
Teacher Subscription: Presentation - Activity

Lesson - Slavery in the Americas
Student Text - Enrichment Reading - Labor in Colonial Virginia and Now

Lesson - The American Industrial Revolution
Student Text - Reading Further

KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

G.AE. Academic Expectations

G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Social Studies Alive! America's Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Lesson - American Indian Cultural Regions
Student Text - Introduction
Student Text - Reading Further
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Section 8
Teacher Subscription: Presentation - Activity

Lesson - American Indians and Their Land
Student Text - Reading Further
Student Text - Section 4
Student Text - Enrichment Reading - How People Modify the Environment
Teacher Subscription: Presentation - Activity

Lesson - Geography of the United States
Student Text - Section 8

Lesson - The American Industrial Revolution
Student Text - Section 1

Lesson - The Diverse Peoples of the West
Student Text - Enrichment Reading - People and the Environment

G.EK. Grade 4 Enduring Knowledge – Understandings

G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues.

Social Studies Alive! America's Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Introduction
Student Text - Reading Further
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Section 8
Teacher Subscription: Presentation - Activity

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Comparing the Colonies
Student Text - Reading Further

Lesson - Early English Settlements
Student Text - Reading Further

Lesson - Geography of the United States
Student Text - Introduction
Student Text - Reading Further
Student Text - Section 1
Student Text - Section 2
Student Text - Section 4
G.EK.2. Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

**Social Studies Alive! America's Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Section 8
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - American Indians and Their Land
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Geography of the United States
Student Text - Introduction
Student Text - Section 3
Student Text - Section 5
Student Text - Section 8
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Routes of Exploration to the New World
Student Text - Enrichment Reading - Europeans in the Americas

Lesson - Slavery in the Americas
G.EK.3. Regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
- Student Text - Introduction
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
- Student Text - Section 4
- Student Text - Section 5
- Student Text - Section 6
- Student Text - Section 7
- Student Text - Section 8
- Student Text - Enrichment Reading - African Influence in North America, Then and Now
- Teacher Subscription: Presentation - Activity

Lesson - American Indians and Their Land
- Student Text - Enrichment Reading - How People Modify the Environment
- Teacher Subscription: Presentation - Activity

Lesson - Comparing the Colonies
- Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies

Lesson - Geography of the United States
- Student Text - Introduction
- Student Text - Section 6
- Student Text - Section 8
- Student Text - Enrichment Reading - How Geography Affects Where People Live

Lesson - Shaping America’s Economy
- Teacher Subscription: Presentation - Processing

Lesson - Slavery in the Americas
- Student Text - Enrichment Reading - African Influence in North America, Then and Now

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**G.SC. Grade 4 Skills and Concepts**

**G.SC.1.** Demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

**G.SC.1.a.** Locate and describe major landforms, bodies of water and natural resources located in regions of Kentucky and the United States

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
- Student Text - Section 2
- Student Text - Section 3
- Student Text - Section 4
- Student Text - Section 5
- Student Text - Section 6
- Student Text - Section 7
- Student Text - Section 8
- Student Text - Enrichment Reading - American Indian Economic Patterns
Lesson - American Indians and Their Land
  Student Text - Section 3
  Student Text - Section 4
  Teacher Subscription: Presentation - Activity

Lesson - Early English Settlements
  Student Text - Resources, Factors of Production, Scarcity, and Choice

Lesson - Geography of the United States
  Student Text - Introduction
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Section 8
  Student Text - How Geography Affects Where People Live
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - Shaping America's Economy
  Student Text - Making Economic Choices: Opportunity Costs, Benefits, and Incentives
  Student Text - Reading Further

Lesson - The Diverse Peoples of the West
  Student Text - People and the Environment

G.SC.1.b. Locate, in absolute and relative terms, major landforms and bodies of water in regions of Kentucky and the United States

Social Studies Alive! America's Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
  Student Text - Section 2
  Student Text - Section 3
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Section 7
  Student Text - Section 8
  Teacher Subscription: Presentation - Activity

Lesson - American Indians and Their Land
  Student Text - Section 3
  Student Text - Section 4
  Teacher Subscription: Presentation - Activity

Lesson - Geography of the United States
  Student Text - Introduction
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Section 8
  Student Text - How Geography Affects Where People Live
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

G.SC.1.c. Analyze and compare patterns of movement and settlement in Kentucky

Social Studies Alive! America's Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
  Student Text - Section 8
G.SC.2. Use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to investigate regions of Kentucky:

G.SC.2.a. Compare regions in Kentucky by their human characteristics (e.g., settlement patterns, languages, and religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Section 8

Lesson - Geography of the United States
Student Text - Section 4
Student Text - Section 6
Teacher Subscription: Presentation - Activity

G.SC.2.b. Describe patterns of human settlement in regions of Kentucky and explain relationships between these patterns and the physical characteristics (e.g., climate, landforms, bodies of water) of the region

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Section 8

Lesson - Geography of the United States
Student Text - Section 4
Student Text - Section 6
Teacher Subscription: Presentation - Activity

G.SC.2.c. Explain the influence of the physical characteristics of regions (e.g., climates, landforms, bodies of water) on decisions that were made about where to locate things (e.g., factories, stores, bridges)

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Section 8

Lesson - Geography of the United States
Student Text - Section 4
Student Text - Section 6
Teacher Subscription: Presentation - Activity

G.SC.3. Investigate interactions among human activities and the physical environment in regions of Kentucky:

G.SC.3.b. Describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and/or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use in Kentucky

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Text - Section 8
KY.SS.HP. Big Idea: Historical Perspective - History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns, and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.

HPAE. Academic Expectations

HPAE.2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Social Studies Alive! America’s Past 2016 (Grades 4-6)

Lesson - American Indian Cultural Regions
- Student Text - Enrichment Reading - American Indian Economic Patterns
- Student Text - Enrichment Reading - Contact Between American Indian and European Cultures
- Student Text - Enrichment Reading - Economic Activity Among the American Indians
- Teacher Subscription: Presentation - Processing

Lesson - American Indians and Their Land
- Student Text - Enrichment Reading - How People Modify the Environment
- Student Text - Enrichment Reading - The Development of Mayan Civilization
- Teacher Subscription: Presentation - Activity

Lesson - Comparing the Colonies
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
- Student Text - Section 4
- Student Text - Section 5
- Student Text - Section 6
- Student Text - Section 7
- Student Text - Enrichment Reading - Answering the Three Basic Economic Questions in the American Colonies
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing

Lesson - Early English Settlements
- Student Text - Introduction
- Student Text - Reading Further
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing

Lesson - How and Why Europeans Came to the New World
- Student Text - Introduction
- Student Text - Reading Further
- Student Text - Section 1
- Student Text - Section 2
- Student Text - Section 3
Lesson - Life in Colonial Williamsburg
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Enrichment Reading - American Culture 1: Art, Music, and Literature in Colonial America
Student Text - Introduction
Student Text - Reading Further
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Manifest Destiny and Settling the West
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Enrichment Reading - Science and Technology 1: Machines and Manifest Destiny
Student Text - Enrichment Reading - The War of 1812
Student Text - Introduction
Student Text - Reading Further
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Our Role In Government
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Introduction
Student Text - Reading Further
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Routes of Exploration to the New World
Student Text - Introduction
Student Text - Reading Further
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Section 8
Student Text - Enrichment Reading - Europeans in the Americas
Lesson - The Bill of Rights
  Student Text - Introduction
  Student Text - Reading Further
  Student Text - Section 1
  Student Text - Section 2
  Student Text - Section 3
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Section 7
  Student Text - Section 8
  Student Text - Enrichment Reading - Changing the Constitution
  Student Text - Enrichment Reading - Our Living Constitution
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - The Causes of the Civil War
  Student Text - Section 1
  Student Text - Section 2
  Student Text - Section 3
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Enrichment Reading - American Culture 2: Art, Music, and Literature in the 19th Century United States
  Student Text - Enrichment Reading - Industrialization in the North: Productivity
  Student Text - Enrichment Reading - Ohio's Role in the Anti-Slavery Movement and the Underground Railroad
  Student Text - Enrichment Reading - Reforms during the Antebellum Period
  Student Text - Introduction
  Student Text - Reading Further
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - The Civil War
  Student Text - Introduction
  Student Text - Reading Further
  Student Text - Section 1
  Student Text - Section 2
  Student Text - Section 3
  Student Text - Section 4
  Student Text - Section 5
  Student Text - Section 6
  Student Text - Section 7
  Student Text - Section 8
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing

Lesson - The Constitution
  Student Text - Section 1
Lesson - To Declare Independence or Not
Student Text - Section 1
Student Text - Section 2
Student Text - Section 3
Student Text - Section 4
Student Text - Section 5
Student Text - Section 6
Student Text - Section 7
Student Text - Enrichment Reading - Can You Believe Everything You Read?
Student Text - Enrichment Reading - New Inventions in the Early Days of the United States
Student Text - Enrichment Reading - Public Policy: Why, How, Who?
Student Text - Introduction
Student Text - Reading Further
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

HPEK. Grade 4 Enduring Knowledge – Understandings

HPEK.1. History is an account of human activities that is interpretive in nature and a variety of tools (e.g., primary and secondary sources) are needed to analyze and understand historical events.

**Social Studies Alive! America’s Past 2016 (Grades 4-6)**

Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - American Indians and Their Land
Student Text - Reading Further

Lesson - Early English Settlements
Teacher Subscription: Presentation - Activity

Lesson - Geography of the United States
Student Text - Reading Further
Student Text - Enrichment Reading - The Land and Its Climates

Lesson - Life in Colonial Williamsburg
Student Text - Enrichment Reading - American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Our Role In Government
Teacher Subscription: Presentation - Activity

Lesson - Tensions Grow Between the Colonies and Great Britain
Student Text - Reading Further

Lesson - The American Industrial Revolution
Teacher Subscription: Presentation - Activity

Lesson - The American Revolution
Student Text - Enrichment Reading - American Indians and Colonists in the American Revolution
Student Text - Enrichment Reading - Military Organizations from Revolutionary Times
Student Text - Enrichment Reading - Women of the American Revolution

Lesson - The Constitution
Student Text - Enrichment Reading - Our Federal System of Government
Teacher Subscription: Presentation - Processing

Lesson - The Declaration of Independence
Student Text - Enrichment Reading - Ohio History on a Timeline
About TCI

TCI is a unique K-12 social studies publisher created by teachers, for teachers. With proven classroom results, our curriculum increases test scores and content literacy skills while enabling educators to be more effective and passionate in their teaching. Our programs marry great content, meaningful technology, and interactive experiences.
**Correlations**

**Kentucky Academic Standards: Social Studies - Grade 5**

<table>
<thead>
<tr>
<th>KY.SS.GC. Big Idea: Government and Civics</th>
<th>The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCAE. Academic Expectations</td>
<td><strong>GCAE.2.14.</strong> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</td>
</tr>
</tbody>
</table>
| **Social Studies Alive! America’s Past (Grades 4-6)** | Lesson - The Constitution  
Student Subscription: Section 3 -- A New Government: The Constitutional Convention  
Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy |
| **GCAE.2.15.** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. |
| **Social Studies Alive! America’s Past (Grades 4-6)** | Lesson - Comparing the Colonies  
Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today |
| **Lesson - The Bill of Rights** | Teacher Subscription: Presentation - Preview  
Teacher Subscription: Presentation - Activity  
Teacher Subscription: Presentation - Processing  
Teacher Subscription: Presentation - Reading Further  
Student Subscription: Section 1 -- Introduction  
Student Subscription: Section 3 -- The First Amendment  
Student Subscription: Section 4 -- The Second Amendment  
Student Subscription: Section 5 -- The Fourth Amendment  
Student Subscription: Section 6 -- The Fifth Amendment  
Student Subscription: Section 7 -- The Sixth Amendment  
Student Subscription: Section 8 -- The Eighth Amendment  
Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights  
Student Subscription: Summary  
Student Subscription: Reading Further -- Individual Rights vs. Society’s Needs  
Student Subscription: Enrichment Reading -- Our Living Constitution |
| **Lesson - The Civil War** | Teacher Subscription: Presentation - Activity |
| **Lesson - The Constitution** | Student Subscription: Enrichment Reading -- Establishing a Limited Government |
| **Lesson - To Declare Independence or Not** |  |
GC.EK. Grade 5 Enduring Knowledge – Understandings

GC.EK.1. The government of the United States was developed from a colonial base of representative democracy by people who envisioned an independent country and new purposes for the government.

**Social Studies Alive! America’s Past (Grades 4-6)**

Lesson - Comparing the Colonies
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today

Lesson - Life in Colonial Williamsburg
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation

Lesson - Tensions Grow Between the Colonies and Great Britain
  Teacher Subscription: Presentation - Preview
  Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)

Lesson - The American Revolution
  Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)
  Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Bill of Rights
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- The Need for a Bill of Rights
  Student Subscription: Summary

Lesson - The Constitution
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 3 -- A New Government: The Constitutional Convention
  Student Subscription: Summary
  Student Subscription: Reading Further -- Inside the Constitutional Convention
  Student Subscription: Enrichment Reading -- Crafting the Constitution: The Art of Compromise
  Student Subscription: Enrichment Reading -- Establishing a Limited Government
  Student Subscription: Enrichment Reading -- Federalist and Anti-Federalist Views of Government
  Student Subscription: Enrichment Reading -- The Great Compromise: How Roger Sherman Saved the Constitution
  Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
  Enrichment Resource - Biography Bank: Hamilton, Alexander (1755 or 1757 - 1804)
  Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Declaration of Independence
  Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)

GC.EK.2. The United States Government was formed to establish order, provide security and accomplish common goals.

**Social Studies Alive! America’s Past (Grades 4-6)**

Lesson - The Constitution
GC.EK.3. The fundamental values and principles (e.g., liberty, justice, individual human dignity) of American representative democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights).

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
   Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)

Lesson - The Bill of Rights
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 2 -- The Need for a Bill of Rights
   Student Subscription: Section 3 -- The First Amendment
   Student Subscription: Section 4 -- The Second Amendment
   Student Subscription: Section 5 -- The Fourth Amendment
   Student Subscription: Section 6 -- The Fifth Amendment
   Student Subscription: Section 7 -- The Sixth Amendment
   Student Subscription: Section 8 -- The Eighth Amendment
   Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights
   Student Subscription: Summary

Lesson - The Constitution
   Student Subscription: Section 3 -- A New Government: The Constitutional Convention
   Student Subscription: Enrichment Reading -- Establishing a Limited Government
   Student Subscription: Enrichment Reading -- Federalist and Anti-Federalist Views of Government
   Student Subscription: Summary

Lesson - The Declaration of Independence
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 2 -- The Second Continental Congress
   Student Subscription: Section 4 -- Writing the Declaration of Independence
   Student Subscription: Section 5 -- Approving the Declaration of Independence
   Student Subscription: Section 6 -- The Declaration of Independence
   Student Subscription: Summary
   Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
   Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
   Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)

Lesson - To Declare Independence or Not
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing

GC.EK.4. The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
<table>
<thead>
<tr>
<th>Social Studies Alive! America's Past (Grades 4-6)</th>
</tr>
</thead>
</table>
| **Lesson - The Bill of Rights**  
  Student Subscription: Enrichment Reading -- Changing the Constitution |

| Lesson - The Constitution  
  Teacher Subscription: Presentation - Activity  
  Teacher Subscription: Presentation - Processing  
  Student Subscription: Section 1 -- Introduction  
  Student Subscription: Section 3 -- A New Government: The Constitutional Convention  
  Student Subscription: Section 4 -- Making the Laws: The Legislative Branch  
  Student Subscription: Section 5 -- Carrying Out the Laws: The Executive Branch  
  Student Subscription: Section 6 -- Interpreting the Laws: The Judicial Branch  
  Student Subscription: Section 7 -- Limiting Power: Checks and Balances  
  Student Subscription: Summary  
  Student Subscription: Enrichment Reading -- Establishing a Limited Government  
  Student Subscription: Enrichment Reading -- Our Federal System of Government |

**GC.EK.5.** As members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.

**Social Studies Alive! America's Past (Grades 4-6)**

| Lesson - Comparing the Colonies  
  Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today |

| Lesson - The Bill of Rights  
  Teacher Subscription: Presentation - Preview  
  Teacher Subscription: Presentation - Activity  
  Teacher Subscription: Presentation - Processing  
  Teacher Subscription: Presentation - Reading Further  
  Student Subscription: Section 1 -- Introduction  
  Student Subscription: Section 3 -- The First Amendment  
  Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights  
  Student Subscription: Summary  
  Student Subscription: Reading Further -- Individual Rights vs. Society's Needs |

| Lesson - To Declare Independence or Not  
  Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who? |

**GC.SC. Grade 5 Skills and Concepts**

**GC.SC.1.** Demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):

**GC.SC.1.a.** Investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today

**Social Studies Alive! America's Past (Grades 4-6)**

| Lesson - The Constitution  
  Student Subscription: Section 3 -- A New Government: The Constitutional Convention  
  Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy |

**GC.SC.1.b.** Explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens)
GC.SC.2. Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)

Social Studies Alive! America's Past (Grades 4-6)

Lesson - The Constitution
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 3 -- A New Government: The Constitutional Convention
  Student Subscription: Section 4 -- Making the Laws: The Legislative Branch
  Student Subscription: Section 5 -- Carrying Out the Laws: The Executive Branch
  Student Subscription: Section 6 -- Interpreting the Laws: The Judicial Branch
  Student Subscription: Section 7 -- Limiting Power: Checks and Balances
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- Establishing a Limited Government
  Student Subscription: Enrichment Reading -- Our Federal System of Government

GC.SC.3. Analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Manifest Destiny and Settling the West
  Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)

Lesson - The Constitution
  Student Subscription: Section 3 -- A New Government: The Constitutional Convention
  Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy

Lesson - The Declaration of Independence
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- The Second Continental Congress
  Student Subscription: Section 4 -- Writing the Declaration of Independence
  Student Subscription: Section 5 -- Approving the Declaration of Independence
  Student Subscription: Section 6 -- The Declaration of Independence
  Student Subscription: Summary
  Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
  Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
  Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)

Lesson - To Declare Independence or Not
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
GC.SC.4. Investigate the rights and responsibilities of U.S. citizens:

GC.SC.4.a. Describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - The Bill of Rights
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Section 2 -- The Need for a Bill of Rights
- Student Subscription: Section 3 -- The First Amendment
- Student Subscription: Section 4 -- The Second Amendment
- Student Subscription: Section 5 -- The Fourth Amendment
- Student Subscription: Section 6 -- The Fifth Amendment
- Student Subscription: Section 7 -- The Sixth Amendment
- Student Subscription: Section 8 -- The Eighth Amendment
- Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights
- Student Subscription: Summary
- Student Subscription: Reading Further -- Individual Rights vs. Society's Needs

Lesson - The Constitution
- Student Subscription: Enrichment Reading -- Establishing a Limited Government
- Student Subscription: Enrichment Reading -- Federalist and Anti-Federalist Views of Government
- Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy

GC.SC.4.b. Describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g., voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - Comparing the Colonies
- Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today

Lesson - The Bill of Rights
- Student Subscription: Enrichment Reading -- Our Living Constitution

Lesson - The Constitution
- Student Subscription: Enrichment Reading -- Voting Rights

Lesson - To Declare Independence or Not
- Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who?

**KY.SS.CS. Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules, and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.**

**CS.AE. Academic Expectations**

**CS.AE.2.17. Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.**

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - Tensions Grow Between the Colonies and Great Britain
CS.EK. Grade 5 Enduring Knowledge – Understandings

CS.EK.1. Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription: Section 2 -- American Indians of the Northwest Coast
  Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
  Student Subscription: Section 4 -- American Indians of the Southwest
  Student Subscription: Section 5 -- American Indians of the Plateau
  Student Subscription: Section 6 -- American Indians of the Great Plains
  Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
  Student Subscription: Section 8 -- American Indians of the Southeast
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
  Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - American Indians and Their Land
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- American Indian Origin Stories
  Student Subscription: Section 4 -- American Indians and the Environment
  Student Subscription: Section 5 -- American Indians Adapt to the Environment
  Student Subscription: Summary
  Student Subscription: Reading Further -- Recording Sioux History
  Student Subscription: Enrichment Reading -- How People Modify the Environment
  Student Subscription: Enrichment Reading - The Development of Mayan Civilization

Lesson - Facing Slavery
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Reading Further -- How Slaves Kept Hope Alive

Lesson - Routes of Exploration to the New World
  Student Subscription: Enrichment Reading -- Europeans in the Americas

Lesson - The Civil War
  Student Subscription: Enrichment Reading -- American Indians Now and Then

Lesson - The Diverse Peoples of the West
  Teacher Subscription: Presentation - Activity
  Student Subscription: Section 3 -- Mexicanos

CS.EK.2. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
  Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
  Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - Comparing the Colonies
  Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Facing Slavery
  Student Subscription: Enrichment Reading -- African Influence in North America, Then and
| Lesson - Life in Colonial Williamsburg |
| Teacher Subscription: Presentation - Reading Further |
| Student Subscription: Reading Further -- A Religious Revival in the Colonies |

**CS.EK.3.** Interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

**Social Studies Alive! America's Past (Grades 4-6)**

- Lesson - The Causes of the Civil War
  - Teacher Subscription: Presentation - Preview
  - Student Subscription: Section 1 -- Introduction

**CS.EK.4.** A variety of factors promote cultural diversity in a society, nation and world.

**Social Studies Alive! America's Past (Grades 4-6)**

- Lesson - Industrialization and the Modern United States
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription: Section 7 -- The Civil Rights Movement
  - Student Subscription: Reading Further -- Challenges and Hope for Immigrants
  - Student Subscription: Enrichment Reading -- A Nation of Immigrants
  - Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
  - Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America

**CS.EK.5.** An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

**Social Studies Alive! America's Past (Grades 4-6)**

- Lesson - Industrialization and the Modern United States
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription: Section 7 -- The Civil Rights Movement
  - Student Subscription: Reading Further -- Challenges and Hope for Immigrants
  - Student Subscription: Enrichment Reading -- A Nation of Immigrants
  - Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
  - Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America

**CS.SC. Grade 5 Skills and Concepts**

**CS.SC.1.** Demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups:

- **CS.SC.1.a.** Investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800’s) during the early development of the United States

**Social Studies Alive! America's Past (Grades 4-6)**

- Lesson - Comparing the Colonies
  - Teacher Subscription: Presentation - Preview
  - Teacher Subscription: Presentation - Activity
  - Teacher Subscription: Presentation - Processing
  - Teacher Subscription: Presentation - Reading Further
  - Student Subscription: Section 1 -- Introduction
  - Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
  - Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
  - Student Subscription: Section 4 -- Rhode Island: New England Colony
  - Student Subscription: Section 5 -- New York: Middle Colony
Lesson - Early English Settlements
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Section 1 -- Introduction
  Student Subscription: Section 3 -- Jamestown Colony
  Student Subscription: Summary
  Enrichment Resource - Biography Bank: Rolfe, John (1585-1622)

Lesson - Facing Slavery
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 7 -- Dilemma 3: Living as a Slave in the Colonies
  Student Subscription: Section 8 -- Slave Life in the Colonies: The Choices
  Student Subscription: Summary
  Student Subscription: Reading Further -- How Slaves Kept Hope Alive
  Student Subscription: Enrichment Reading -- African Influence in North America, Then and Now
  Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Industrialization and the Modern United States
  Student Subscription: Enrichment Reading -- A Nation of Immigrants

Lesson - Life in Colonial Williamsburg
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Colonial Williamsburg
  Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
  Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
  Student Subscription: Section 5 -- Social Life: Raleigh Tavern
  Student Subscription: Section 6 -- Government: The Governor's Palace
  Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
  Student Subscription: Section 8 -- Religion: Bruton Parish Church
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Routes of Exploration to the New World
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 4 -- Juan Ponce de León
  Student Subscription: Summary
  Student Subscription: Reading Further -- Who Wins Florida?
  Student Subscription: Enrichment Reading -- Europeans in the Americas

Lesson - The Diverse Peoples of the West
  Teacher Subscription: Presentation - Preview
CS.SC.1.b. Research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 7 -- The Civil Rights Movement
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants
Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America

CS.SC.1.c. Investigate factors that promoted cultural diversity in the history of the United States

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 7 -- The Civil Rights Movement
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants
Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America

CS.SC.2. Examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - American Indian Cultural Regions
Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - Life in Colonial Williamsburg
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- A Religious Revival in the Colonies

Lesson - The Causes of the Civil War
Student Subscription: Enrichment Reading -- Reforms during the Antebellum Period

Lesson - The Diverse Peoples of the West
Student Subscription: Section 6 -- Mormons

CS.SC.3. Describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - American Indian Cultural Regions
Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

Lesson - Early English Settlements
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)

Lesson - Routes of Exploration to the New World
Student Subscription: Section 1 -- Introduction
Student Subscription: Summary
Student Subscription: Enrichment Reading -- Europeans in the Americas

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans’’ Allies and Enemies
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)

Lesson - The Civil War
Student Subscription: Enrichment Reading -- American Indians Now and Then

Lesson - The Declaration of Independence
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Paine, Thomas (1737 - 1809)

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary

CS.SC.4. Describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - The Causes of the Civil War
Teacher Subscription: Presentation - Preview
Student Subscription: Section 1 -- Introduction

KY.SS.E. Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their
economic decisions affect them, others, and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

E.AE. Academic Expectations

E.AE.2.18. Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
   Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Manifest Destiny and Settling the West
   Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

Lesson - Routes of Exploration to the New World
   Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence

E.EK. Grade 5 Enduring Knowledge – Understandings

E.EK.1. The basic economic problem confronting individuals, groups and businesses in the United States today is scarcity: as a result of scarcity, economic choices and decisions must be made.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
   Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Manifest Destiny and Settling the West
   Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

E.EK.2. A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the United States today.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
   Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Manifest Destiny and Settling the West
### Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

- **Lesson - Routes of Exploration to the New World**
  - Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence

- **Lesson - The Declaration of Independence**
  - Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy

- **Lesson - The Diverse Peoples of the West**
  - Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

### E.EK.3. Economic institutions are created to help individuals, groups and businesses accomplish common goals.

**Social Studies Alive! America's Past (Grades 4-6)**

- **Lesson - Industrialization and the Modern United States**
  - Student Subscription: Enrichment Reading -- The Great Depression: Banking

### E.EK.4. Markets enable buyers and sellers to exchange goods and services.

**Social Studies Alive! America's Past (Grades 4-6)**

- **Lesson - American Indian Cultural Regions**
  - Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
  - Student Subscription: Enrichment Reading -- American Indian Economic Patterns

- **Lesson - Comparing the Colonies**
  - Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

- **Lesson - Facing Slavery**
  - Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

### E.EK.5. Production, distribution and consumption of goods and services have changed over time in the United States.

**Social Studies Alive! America's Past (Grades 4-6)**

- **Lesson - American Indian Cultural Regions**
  - Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
  - Student Subscription: Enrichment Reading -- American Indian Economic Patterns

- **Lesson - Comparing the Colonies**
  - Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

- **Lesson - Early English Settlements**
  - Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

- **Lesson - Facing Slavery**
  - Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

### E.EK.6. Individuals, groups and businesses in the United States demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

**Social Studies Alive! America's Past (Grades 4-6)**

- **Lesson - American Indian Cultural Regions**
  - Student Subscription: Section 2 -- American Indians of the Northwest Coast
  - Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
Lesson - American Indians and Their Land
  Student Subscription: Section 4 -- American Indians and the Environment
  Student Subscription: Section 5 -- American Indians Adapt to the Environment
  Student Subscription: Summary

Lesson - Comparing the Colonies
  Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
  Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
  Student Subscription: Section 4 -- Rhode Island: New England Colony
  Student Subscription: Section 5 -- New York: Middle Colony
  Student Subscription: Section 6 -- Pennsylvania: Middle Colony
  Student Subscription: Section 7 -- Maryland: Southern Colony
  Student Subscription: Section 8 -- Georgia: Southern Colony
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
  Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Facing Slavery
  Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Geography of the United States
  Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - Manifest Destiny and Settling the West
  Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

Lesson - The Diverse Peoples of the West
  Student Subscription: Enrichment Reading -- People and the Environment

E.S.C. Grade 5 Skills and Concepts

E.S.C.1. Demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity:

E.S.C.1.a. Investigate different kinds of resources (e.g., natural, human, capital)

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
  Student Subscription: Section 2 -- American Indians of the Northwest Coast
  Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
  Student Subscription: Section 4 -- American Indians of the Southwest
  Student Subscription: Section 5 -- American Indians of the Plateau
  Student Subscription: Section 6 -- American Indians of the Great Plains
  Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
  Student Subscription: Section 8 -- American Indians of the Southeast
  Student Subscription: Summary
  Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
  Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - American Indians and Their Land
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Student Subscription: Section 4 -- American Indians and the Environment
  Student Subscription: Section 5 -- American Indians Adapt to the Environment
Lesson - Comparing the Colonies
  Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
  Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
  Student Subscription: Section 4 -- Rhode Island: New England Colony
  Student Subscription: Section 5 -- New York: Middle Colony
  Student Subscription: Section 6 -- Pennsylvania: Middle Colony
  Student Subscription: Section 7 -- Maryland: Southern Colony
  Student Subscription: Section 8 -- Georgia: Southern Colony

Lesson - Early English Settlements
  Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Facing Slavery
  Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Geography of the United States
  Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - Manifest Destiny and Settling the West
  Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

Lesson - The Diverse Peoples of the West
  Student Subscription: Enrichment Reading -- People and the Environment

E.SC.1.b. Explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
  Student Subscription: Section 2 -- American Indians of the Northwest Coast
  Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - American Indians and Their Land
  Student Subscription: Section 4 -- American Indians and the Environment
  Student Subscription: Section 5 -- American Indians Adapt to the Environment

Lesson - Comparing the Colonies
  Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
  Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
  Student Subscription: Section 4 -- Rhode Island: New England Colony
  Student Subscription: Section 5 -- New York: Middle Colony
  Student Subscription: Section 6 -- Pennsylvania: Middle Colony
  Student Subscription: Section 7 -- Maryland: Southern Colony
  Student Subscription: Section 8 -- Georgia: Southern Colony

Lesson - Early English Settlements
  Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Geography of the United States
  Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - Manifest Destiny and Settling the West
E.SC.2. Demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts)

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Early English Settlements
   Student Subscription: Enrichment Reading -- Resources, Factors of Production, Scarcity, and Choice

Lesson - Industrialization and the Modern United States
   Student Subscription: Enrichment Reading -- The Great Depression: Banking

Lesson - Manifest Destiny and Settling the West
   Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

E.SC.3. Demonstrate an understanding of markets:

E.SC.3.a. Explain how goods and services are/were exchanged

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
   Student Subscription: Enrichment Reading -- American Indian Economic Patterns

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Routes of Exploration to the New World
   Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence

E.SC.3.b. Investigate and give examples of markets; explain how markets have changed over time during the history of the United States

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - The Declaration of Independence
   Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy

E.SC.4. Use a variety of sources:

E.SC.4.a. Investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - The Declaration of Independence
E.SC.4.b. Research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the production of goods in the United States

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians

Lesson - Comparing the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies

Lesson - Facing Slavery
   Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Manifest Destiny and Settling the West
   Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives

Lesson - Routes of Exploration to the New World
   Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence

KY.SS.G. Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

G.AE. Academic Expectations

G.AE.2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Reading Further -- Four Young American Indians

Lesson - American Indians and Their Land
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription: Section 5 -- American Indians Adapt to the Environment
   Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Industrialization and the Modern United States
   Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America

Lesson - The Diverse Peoples of the West
   Student Subscription: Enrichment Reading -- People and the Environment

G.EK. Grade 5 Enduring Knowledge – Understandings

G.EK.1. The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret
G.EK.2. Patterns emerge as humans move, settle and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Subscription: Summary

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Migration Routes of the First Americans
Student Subscription: Section 3 -- American Indians and the Environment
Student Subscription: Summary

Lesson - Comparing the Colonies
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
Student Subscription: Section 4 -- Rhode Island: New England Colony
Student Subscription: Section 5 -- New York: Middle Colony
Student Subscription: Section 6 -- Pennsylvania: Middle Colony
Student Subscription: Section 7 -- Maryland: Southern Colony
Student Subscription: Section 8 -- Georgia: Southern Colony
Student Subscription: Summary

Lesson - Facing Slavery
Student Subscription: Enrichment Reading -- African Influence in North America, Then and Now

Lesson - Geography of the United States
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 4 -- Geographic Terms for Water and Landforms

Lesson - Routes of Exploration to the New World
Student Subscription: Enrichment Reading -- Europeans in the Americas

G.EK.3. Regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.
G.EK.4. People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States.
G.SC. Grade 5 Skills and Concepts

G.SC.1. Demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

G.SC.1.a. Locate, in absolute or relative terms, major landforms and bodies of water in the United States

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Geography of the United States
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 4 -- Geographic Terms for Water and Landforms
Student Subscription: Section 5 -- Physical Features of the United States
Student Subscription: Summary

G.SC.1.b. Locate and explain patterns on Earth's surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located)

Social Studies Alive! America's Past (Grades 4-6)

Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- American Indians of the Northwest Coast
Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
Student Subscription: Section 4 -- American Indians of the Southwest
Student Subscription: Section 5 -- American Indians of the Plateau
Student Subscription: Section 6 -- American Indians of the Great Plains
Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
Student Subscription: Summary
Student Subscription: Reading Further -- Four Young American Indians

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 5 -- American Indians Adapt to the Environment
Student Subscription: Summary
Student Subscription: Reading Further -- Recording Sioux History
Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Comparing the Colonies
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
Student Subscription: Section 4 -- Rhode Island: New England Colony
Student Subscription: Section 5 -- New York: Middle Colony
Student Subscription: Section 6 -- Pennsylvania: Middle Colony
Student Subscription: Section 7 -- Maryland: Southern Colony
Student Subscription: Section 8 -- Georgia: Southern Colony
Student Subscription: Summary
Lesson - Geography of the United States
Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - The Diverse Peoples of the West
Student Subscription: Enrichment Reading -- People and the Environment

| G.SC.2. Investigate regions on the Earth's surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>G.SC.2.a. Explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)</td>
</tr>
</tbody>
</table>

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- American Indians of the Northwest Coast
Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
Student Subscription: Section 4 -- American Indians of the Southwest
Student Subscription: Section 5 -- American Indians of the Plateau
Student Subscription: Section 6 -- American Indians of the Great Plains
Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
Student Subscription: Section 8 -- American Indians of the Southeast
Student Subscription: Summary
Student Subscription: Reading Further -- Four Young American Indians

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 4 -- American Indians and the Environment
Student Subscription: Reading Further -- Recording Sioux History

Lesson - Comparing the Colonies
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
Student Subscription: Section 4 -- Rhode Island: New England Colony
Student Subscription: Section 5 -- New York: Middle Colony
Student Subscription: Section 6 -- Pennsylvania: Middle Colony
Student Subscription: Section 7 -- Maryland: Southern Colony
Student Subscription: Section 8 -- Georgia: Southern Colony
Student Subscription: Summary

Lesson - Geography of the United States
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 4 -- Geographic Terms for Water and Landforms
Student Subscription: Section 5 -- Physical Features of the United States
Student Subscription: Summary
Student Subscription: Enrichment Reading -- How Geography Affects Where People Live
Student Subscription: Enrichment Reading -- The Land and its Climates

Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Activity

Lesson - The Diverse Peoples of the West
Student Subscription: Enrichment Reading -- People and the Environment

| G.SC.2.b. Locate and describe patterns of human settlement and explain how these patterns were |
influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States

\textbf{Social Studies Alive! America's Past (Grades 4-6)}

Lesson - American Indian Cultural Regions
   Teacher Subscription: Presentation - Activity
   Student Subscription: Section 4 -- American Indians of the Southwest
   Student Subscription: Section 5 -- American Indians of the Plateau
   Student Subscription: Section 6 -- American Indians of the Great Plains
   Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
   Student Subscription: Section 8 -- American Indians of the Southeast
   Student Subscription: Summary

Lesson - American Indians and Their Land
   Student Subscription: Section 4 -- American Indians and the Environment

Lesson - Comparing the Colonies
   Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
   Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
   Student Subscription: Section 4 -- Rhode Island: New England Colony
   Student Subscription: Section 5 -- New York: Middle Colony
   Student Subscription: Section 6 -- Pennsylvania: Middle Colony
   Student Subscription: Section 7 -- Maryland: Southern Colony
   Student Subscription: Section 8 -- Georgia: Southern Colony
   Student Subscription: Summary

Lesson - Geography of the United States
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 4 -- Geographic Terms for Water and Landforms
   Student Subscription: Section 5 -- Physical Features of the United States
   Student Subscription: Summary
   Student Subscription: Enrichment Reading -- How Geography Affects Where People Live
   Student Subscription: Enrichment Reading -- The Land and its Climates

Lesson - Industrialization and the Modern United States
   Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America

Lesson - The Diverse Peoples of the West
   Student Subscription: Enrichment Reading -- People and the Environment

\textbf{G.SC.3. Investigate how humans modify the physical environment:}

\textbf{G.SC.3.a. Describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the United States}

\textbf{Social Studies Alive! America's Past (Grades 4-6)}

Lesson - Geography of the United States
   Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - The Causes of the Civil War
   Student Subscription: Section 2 -- Differences Grow Between the North and the South

Lesson - The Diverse Peoples of the West
   Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s

\textbf{G.SC.3.b. Analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities during the early settlement of the United States}
Lesson - Geography of the United States
Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - Manifest Destiny and Settling the West
Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)

Lesson - The Causes of the Civil War
Student Subscription: Section 2 -- Differences Grow Between the North and the South

Lesson - The Diverse Peoples of the West
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Summary
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s

G.SC.3.c. Explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States

Lesson - American Indian Cultural Regions
Student Subscription: Summary
Student Subscription: Enrichment Reading -- American Indian Economic Patterns
Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

Lesson - American Indians and Their Land
Student Subscription: Section 2 -- American Indian Origin Stories
Student Subscription: Section 4 -- American Indians and the Environment

Lesson - Industrialization and the Modern United States
Student Subscription: Section 1 -- Introduction
Student Subscription: Summary
Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America

KY.SS.HP. Big Idea: Historical Perspective - History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.

HPAE. Academic Expectations

HPAE.2.20. Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Lesson - African Americans in the Mid-1800s
Enrichment Resource - Biography Bank: Frederick Douglass
Enrichment Resource - Biography Bank: Harriet Tubman

Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- American Indian Origin Stories
Student Subscription: Section 3 -- Migration Routes of the First Americans
Student Subscription: Section 4 -- American Indians and the Environment
Student Subscription: Section 5 -- American Indians Adapt to the Environment
Student Subscription: Summary
Student Subscription: Reading Further -- Recording Sioux History
Student Subscription: Enrichment Reading -- How People Modify the Environment
Student Subscription: Enrichment Reading - The Development of Mayan Civilization

Lesson - Comparing the Colonies
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
Student Subscription: Section 4 -- Rhode Island: New England Colony
Student Subscription: Section 5 -- New York: Middle Colony
Student Subscription: Section 6 -- Pennsylvania: Middle Colony
Student Subscription: Section 7 -- Maryland: Southern Colony
Student Subscription: Section 8 -- Georgia: Southern Colony
Student Subscription: Summary
Student Subscription: Reading Further -- Choosing a Career in the Colonies
Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies
Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today
Enrichment Resource - Biography Bank: Hutchinson, Anne (1591 - 1643)
Enrichment Resource - Biography Bank: Penn, William (1644 - 1718)
Enrichment Resource - Biography Bank: Williams, Roger (1603 - 1683)

Lesson - Early English Settlements
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Lost Settlement of Roanoke
Student Subscription: Section 3 -- Jamestown Colony
Student Subscription: Section 4 -- The Settlement of Plymouth
Student Subscription: Summary
in the 20th Century United States
  Student Subscription: Enrichment Reading -- International Relations
  Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America
  Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
  Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
  Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
  Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
  Student Subscription: Enrichment Reading -- The Great Depression: Banking
  Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
  Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
  Enrichment Resource - Biography Bank: Ford, Henry (1863 - 1947)
  Enrichment Resource - Biography Bank: Wright, Orville (1871 - 1948)
  Enrichment Resource - Biography Bank: Wright, Wilbur (1867 - 1912)

Lesson - Life in Colonial Williamsburg
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Colonial Williamsburg
  Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
  Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
  Student Subscription: Section 5 -- Social Life: Raleigh Tavern
  Student Subscription: Section 6 -- Government: The Governor's Palace
  Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
  Student Subscription: Section 8 -- Religion: Bruton Parish Church
  Student Subscription: Summary
  Student Subscription: Reading Further -- A Religious Revival in the Colonies
  Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Manifest Destiny and Settling the West
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- The United States in 1783
  Student Subscription: Section 3 -- Louisiana Purchase (1803)
  Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
  Student Subscription: Section 5 -- Florida Acquisition (1819)
  Student Subscription: Section 6 -- Texas Annexation (1845)
  Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
  Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
  Student Subscription: Summary
  Student Subscription: Reading Further -- The Cherokee Trail of Tears
  Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
  Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
  Student Subscription: Enrichment Reading -- The War of 1812
  Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
  Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
  Enrichment Resource - Biography Bank: Lewis, Meriwether (1774 - 1809)
  Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans’ Allies and Enemies
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Continental Army
Student Subscription: Section 3 -- The British Army
Student Subscription: Section 4 -- The British Army Is Far from Home
Student Subscription: Section 5 -- The Continental Army Is Motivated to Win
Student Subscription: Section 6 -- Different War Strategies
Student Subscription: Section 7 -- The Continental Army Gains Allies
Student Subscription: Section 8 -- The Treaty of Paris, 1783
Student Subscription: Summary
Student Subscription: Reading Further -- The Revolution's Home Front
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution
Student Subscription: Enrichment Reading -- Military Organizations from Revolutionary Times
Student Subscription: Enrichment Reading -- Women of the American Revolution
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s
Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Student Subscription: Section 8 -- Samuel Adams: True Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States
Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who?

HPEK. Grade 5 Enduring Knowledge – Understandings

HPEK.1. History is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.

Social Studies Alive! America’s Past (Grades 4-6)
Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity

Lesson - Comparing the Colonies
Teacher Subscription: Presentation - Activity

Lesson - Early English Settlements
Teacher Subscription: Presentation - Activity

Lesson - Facing Slavery
Teacher Subscription: Presentation - Activity

Lesson - Geography of the United States
Student Subscription: Enrichment Reading -- The Land and its Climates

Lesson - How and Why Europeans Came to the New World
Teacher Subscription: Presentation - Activity

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- A Nation of Immigrants
Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors

Lesson - Life in Colonial Williamsburg
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in
Colonial America

Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Activity

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Activity

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Activity

Lesson - The American Revolution
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution
Student Subscription: Enrichment Reading -- Military Organizations from Revolutionary Times
Student Subscription: Enrichment Reading -- Women of the American Revolution

Lesson - The Bill of Rights
Teacher Subscription: Presentation - Activity

Lesson - The Causes of the Civil War
Teacher Subscription: Presentation - Activity

Lesson - The Civil War
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- American Indians Now and Then

Lesson - The Constitution
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- Our Federal System of Government

Lesson - The Declaration of Independence
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- Ohio History on a Timeline

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- People and the Environment

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?

HPEK.2. The history of the United States can be analyzed by examining significant eras (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - African Americans in the Mid-1800s
Enrichment Resource - Biography Bank: Frederick Douglass
Enrichment Resource - Biography Bank: Harriet Tubman

Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Reading Further -- Four Young American Indians
Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
Lesson - Geography of the United States
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Reading Further -- Where Geography Meets History

Lesson - How and Why Europeans Came to the New World
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)

Lesson - Industrialization and the Modern United States
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Industrialization
  Student Subscription: Section 3 -- World War I
  Student Subscription: Section 4 -- The Great Depression
  Student Subscription: Section 5 -- World War II
  Student Subscription: Section 6 -- The Cold War
  Student Subscription: Section 7 -- The Civil Rights Movement
  Student Subscription: Section 8 -- The Information Age
  Student Subscription: Summary
  Student Subscription: Reading Further -- Challenges and Hope for Immigrants
  Student Subscription: Enrichment Reading -- A Nation of Immigrants
  Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
  Student Subscription: Enrichment Reading -- International Relations
  Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America
  Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
  Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
  Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
  Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
  Student Subscription: Enrichment Reading -- The Great Depression: Banking
  Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
  Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
  Enrichment Resource - Biography Bank: Ford, Henry (1863 - 1947)
  Enrichment Resource - Biography Bank: Wright, Orville (1871 - 1948)
  Enrichment Resource - Biography Bank: Wright, Wilbur (1867 - 1912)

Lesson - Life in Colonial Williamsburg
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Colonial Williamsburg
  Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
  Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
  Student Subscription: Section 5 -- Social Life: Raleigh Tavern
  Student Subscription: Section 6 -- Government: The Governor's Palace
  Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
  Student Subscription: Section 8 -- Religion: Bruton Parish Church
  Student Subscription: Summary
  Student Subscription: Reading Further -- A Religious Revival in the Colonies
  Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in...
HPEK.3. The history of the United States has been impacted by significant individuals, groups and advances in technology.

**Social Studies Alive! America’s Past (Grades 4-6)**

**Lesson - African Americans in the Mid-1800s**
- Enrichment Resource - Biography Bank: Frederick Douglass
- Enrichment Resource - Biography Bank: Harriet Tubman

**Lesson - American Indian Cultural Regions**
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Section 2 -- American Indians of the Northwest Coast
- Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
Lesson - How and Why Europeans Came to the New World
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Industrialization
Student Subscription: Section 3 -- World War I
Student Subscription: Section 4 -- The Great Depression
Student Subscription: Section 5 -- World War II
Student Subscription: Section 6 -- The Cold War
Student Subscription: Section 7 -- The Civil Rights Movement
Student Subscription: Section 8 -- The Information Age
Student Subscription: Summary
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants
Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
Student Subscription: Enrichment Reading -- International Relations
Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America
Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
Student Subscription: Enrichment Reading -- The Great Depression: Banking
Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
Enrichment Resource - Biography Bank: Ford, Henry (1863 - 1947)
Enrichment Resource - Biography Bank: Wright, Orville (1871 - 1948)
Enrichment Resource - Biography Bank: Wright, Wilbur (1867 - 1912)

Lesson - Life in Colonial Williamsburg
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Colonial Williamsburg
Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
Student Subscription: Section 5 -- Social Life: Raleigh Tavern
Student Subscription: Section 6 -- Government: The Governor's Palace
Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
Student Subscription: Section 8 -- Religion: Bruton Parish Church
Student Subscription: Summary
Student Subscription: Reading Further -- A Religious Revival in the Colonies
Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The United States in 1783
Student Subscription: Section 3 -- Louisiana Purchase (1803)
Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
Student Subscription: Section 5 -- Florida Acquisition (1819)
Student Subscription: Section 6 -- Texas Annexation (1845)
Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
Student Subscription: Summary
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
Student Subscription: Enrichment Reading -- The War of 1812
Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Lewis, Meriwether (1774 - 1809)
Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans"Allies and Enemies
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Continental Army
Student Subscription: Section 3 -- The British Army
Student Subscription: Section 4 -- The British Army Is Far from Home
Student Subscription: Section 5 -- The Continental Army Is Motivated to Win
Student Subscription: Section 6 -- Different War Strategies
Student Subscription: Section 7 -- The Continental Army Gains Allies
Student Subscription: Section 8 -- The Treaty of Paris, 1783
Student Subscription: Summary
Student Subscription: Reading Further -- The Revolution's Home Front
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution

Lesson - The Bill of Rights
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Need for a Bill of Rights
Student Subscription: Section 3 -- The First Amendment
Student Subscription: Section 4 -- The Second Amendment
Student Subscription: Section 5 -- The Fourth Amendment
Student Subscription: Section 6 -- The Fifth Amendment
Student Subscription: Section 7 -- The Sixth Amendment
Student Subscription: Section 8 -- The Eighth Amendment
Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights
Student Subscription: Summary
Student Subscription: Reading Further -- Individual Rights vs. Society's Needs
Student Subscription: Enrichment Reading -- Changing the Constitution
Student Subscription: Enrichment Reading -- Our Living Constitution

Lesson - The Causes of the Civil War
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Differences Grow Between the North and the South
Student Subscription: Section 3 -- The Missouri Compromise
Student Subscription: Section 4 -- Abolitionists and the Underground Railroad
Student Subscription: Section 5 -- The Compromise of 1850
Student Subscription: Section 6 -- "Bleeding Kansas"
Student Subscription: Section 7 -- The Election of Abraham Lincoln
Student Subscription: Summary
Student Subscription: Reading Further -- Harriet Beecher Stowe's Book
Student Subscription: Enrichment Reading -- American Culture 2: Art, Music, and Literature in the 19th Century United States
Student Subscription: Enrichment Reading -- Industrialization in the North: Productivity
Student Subscription: Enrichment Reading -- Ohio's Role in the Anti-Slavery Movement and the Underground Railroad
Student Subscription: Enrichment Reading -- Reforms during the Antebellum Period

Lesson - The Civil War
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Union and the Confederate Armies
Student Subscription: Section 3 -- Key Battles in the North
Student Subscription: Section 4 -- Military Tactics and Technology
Student Subscription: Section 5 -- Combat Conditions
Student Subscription: Section 6 -- Medical Care
Student Subscription: Section 7 -- Food and Drink
Student Subscription: Section 8 -- Conditions on the Home Front
Student Subscription: Section 9 -- From Gettysburg to Appomattox
Student Subscription: Summary
Student Subscription: Reading Further -- Life After Slavery in the South
Student Subscription: Enrichment Reading -- American Indians Now and Then
Student Subscription: Enrichment Reading -- The Civil War
Lesson - The Constitution
Teacherv Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The First Government: The Articles of Confederation
Student Subscription: Section 3 -- A New Government: The Constitutional Convention
Student Subscription: Section 4 -- Making the Laws: The Legislative Branch
Student Subscription: Section 5 -- Carrying Out the Laws: The Executive Branch
Student Subscription: Section 6 -- Interpreting the Laws: The Judicial Branch
Student Subscription: Section 7 -- Limiting Power: Checks and Balances
Student Subscription: Summary
Student Subscription: Reading Further -- Inside the Constitutional Convention
Student Subscription: Enrichment Reading -- The Art of Compromise
Student Subscription: Enrichment Reading -- Establishing a Limited Government
Student Subscription: Enrichment Reading -- Federalist and Anti-Federalist Views of Government
Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy
Student Subscription: Enrichment Reading -- Our Federal System of Government
Student Subscription: Enrichment Reading -- The Great Compromise: How Roger Sherman Saved the Constitution
Student Subscription: Enrichment Reading -- The Northwest Ordinance: Democratic Ideals in the States of the Northwest Territory
Student Subscription: Enrichment Reading -- Voting Rights
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Hamilton, Alexander (1755 or 1757 - 1804)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Declaration of Independence
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Second Continental Congress
Student Subscription: Section 3 -- Thomas Paine and Common Sense
Student Subscription: Section 4 -- Writing the Declaration of Independence
Student Subscription: Section 5 -- Approving the Declaration of Independence
Student Subscription: Section 6 -- The Declaration of Independence
Student Subscription: Summary
Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
Student Subscription: Enrichment Reading -- Independence Day and Other Holidays Celebrated by Americans
Student Subscription: Enrichment Reading -- Ohio History on a Timeline
Student Subscription: Enrichment Reading -- Symbols of the United States
Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Paine, Thomas (1737 - 1809)

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 3 -- Mexicanos
Student Subscription: Section 4 -- Forty-Niners
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Section 6 -- Mormons
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s
Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand
Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Student Subscription: Section 8 -- Samuel Adams: True Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States
Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who?

HPEK.4. Geography, culture, and economics have a significant impact on historical perspectives and events.

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - American Indian Cultural Regions
Student Subscription: Section 2 -- American Indians of the Northwest Coast
Student Subscription: Section 3 -- American Indians of the California-Intermountain Region
Student Subscription: Section 4 -- American Indians of the Southwest
Student Subscription: Section 5 -- American Indians of the Plateau
Student Subscription: Section 6 -- American Indians of the Great Plains
Student Subscription: Section 7 -- American Indians of the Eastern Woodlands
Student Subscription: Section 8 -- American Indians of the Southeast
Student Subscription: Summary
Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- Recording Sioux History
Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Comparing the Colonies
Student Subscription: Summary

Lesson - Geography of the United States
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further

HPSC. Grade 5 Skills and Concepts

HPSC.1. Demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):

HPSC.1.a. Investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)

Social Studies Alive! America’s Past (Grades 4-6)

Lesson - African Americans in the Mid-1800s
Enrichment Resource - Biography Bank: Frederick Douglass
Enrichment Resource - Biography Bank: Harriet Tubman
Lesson - American Indian Cultural Regions
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Reading Further -- Four Young American Indians
Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
Student Subscription: Enrichment Reading -- American Indian Economic Patterns
Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

Lesson - American Indians and Their Land
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Reading Further -- Recording Sioux History
Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Comparing the Colonies
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
Student Subscription: Section 4 -- Rhode Island: New England Colony
Student Subscription: Section 5 -- New York: Middle Colony
Student Subscription: Section 6 -- Pennsylvania: Middle Colony
Student Subscription: Section 7 -- Maryland: Southern Colony
Student Subscription: Section 8 -- Georgia: Southern Colony
Student Subscription: Summary
Student Subscription: Reading Further -- Choosing a Career in the Colonies
Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies
Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today
Enrichment Resource - Biography Bank: Hutchinson, Anne (1591 - 1643)
Enrichment Resource - Biography Bank: Penn, William (1644 - 1718)
Enrichment Resource - Biography Bank: Williams, Roger (1603 - 1683)

Lesson - Early English Settlements
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Lost Settlement of Roanoke
Student Subscription: Section 3 -- Jamestown Colony
Student Subscription: Section 4 -- The Settlement of Plymouth
Student Subscription: Summary
Student Subscription: Reading Further -- King Philip Decides on War
Enrichment Resource - Biography Bank: Bradford, William (1590-1657)
Enrichment Resource - Biography Bank: Rolfe, John (1585-1622)

Lesson - Facing Slavery
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- West Africa in the 1500s
Student Subscription: Section 3 -- Dilemma 1: Trading Slaves for Guns in West Africa
Student Subscription: Section 4 -- The Slave Trade: The Choices
Schools
Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
Student Subscription: Section 5 -- Social Life: Raleigh Tavern
Student Subscription: Section 6 -- Government: The Governor's Palace
Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
Student Subscription: Section 8 -- Religion: Bruton Parish Church
Student Subscription: Summary
Student Subscription: Reading Further -- A Religious Revival in the Colonies
Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The United States in 1783
Student Subscription: Section 3 -- Louisiana Purchase (1803)
Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
Student Subscription: Section 5 -- Florida Acquisition (1819)
Student Subscription: Section 6 -- Texas Annexation (1845)
Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
Student Subscription: Summary
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
Student Subscription: Enrichment Reading -- The War of 1812
Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Lewis, Meriwether (1774 - 1809)
Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Lesson - African Americans in the Mid-1800s
   Enrichment Resource - Biography Bank: Frederick Douglass
   Enrichment Resource - Biography Bank: Harriet Tubman

Lesson - American Indian Cultural Regions
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Reading Further -- Four Young American Indians
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
   Student Subscription: Enrichment Reading -- American Indian Economic Patterns
   Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

Lesson - American Indians and Their Land
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Reading Further -- Recording Sioux History
   Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Comparing the Colonies
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
   Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
   Student Subscription: Section 4 -- Rhode Island: New England Colony
   Student Subscription: Section 5 -- New York: Middle Colony
   Student Subscription: Section 6 -- Pennsylvania: Middle Colony
   Student Subscription: Section 7 -- Maryland: Southern Colony
   Student Subscription: Section 8 -- Georgia: Southern Colony
   Student Subscription: Summary
   Student Subscription: Reading Further -- Choosing a Career in the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies
   Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today

Enrichment Resource - Biography Bank: Hutchinson, Anne (1591 - 1643)
Enrichment Resource - Biography Bank: Penn, William (1644 - 1718)
Enrichment Resource - Biography Bank: Williams, Roger (1603 - 1683)

Enrichment Resource - Biography Bank: Bradford, William (1590-1657)
Enrichment Resource - Biography Bank: Rolfe, John (1585-1622)

Lesson - Facing Slavery
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The United States in 1783
Student Subscription: Section 3 -- Louisiana Purchase (1803)
Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
Student Subscription: Section 5 -- Florida Acquisition (1819)
Student Subscription: Section 6 -- Texas Annexation (1845)
Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
Student Subscription: Summary
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
Student Subscription: Enrichment Reading -- The War of 1812
Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Lewis, Meriwether (1774 - 1809)
Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)
Lesson - Tensions Grow Between the Colonies and Great Britain

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans’ Allies and Enemies
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Continental Army
Student Subscription: Section 3 -- The British Army
Student Subscription: Section 4 -- The British Army Is Far from Home
Student Subscription: Section 5 -- The Continental Army Is Motivated to Win
Student Subscription: Section 6 -- Different War Strategies
Student Subscription: Section 7 -- The Continental Army Gains Allies
Student Subscription: Section 8 -- The Treaty of Paris, 1783
Student Subscription: Summary
Student Subscription: Reading Further -- The Revolution's Home Front
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution
Student Subscription: Enrichment Reading -- Women of the American Revolution
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Bill of Rights

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Need for a Bill of Rights
Student Subscription: Section 3 -- The First Amendment
Student Subscription: Section 4 -- The Second Amendment
Student Subscription: Section 5 -- The Fourth Amendment
Student Subscription: Section 6 -- The Fifth Amendment
Student Subscription: Section 7 -- The Sixth Amendment
Student Subscription: Section 8 -- The Eighth Amendment
Student Subscription: Section 9 -- Other Rights Protected by the Bill of Rights
Student Subscription: Summary
Student Subscription: Reading Further -- Individual Rights vs. Society's Needs
Student Subscription: Enrichment Reading -- Changing the Constitution
Student Subscription: Enrichment Reading -- Our Living Constitution
the States of the Northwest Territory

Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Hamilton, Alexander (1755 or 1757 - 1804)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Declaration of Independence
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Second Continental Congress
Student Subscription: Section 3 -- Thomas Paine and Common Sense
Student Subscription: Section 4 -- Writing the Declaration of Independence
Student Subscription: Section 5 -- Approving the Declaration of Independence
Student Subscription: Section 6 -- The Declaration of Independence
Student Subscription: Summary
Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
Student Subscription: Enrichment Reading -- Independence Day and Other Holidays
Celebrated by Americans

Student Subscription: Enrichment Reading -- Ohio History on a Timeline
Student Subscription: Enrichment Reading -- Symbols of the United States
Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Paine, Thomas (1737 - 1809)

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 3 -- Mexicanos
Student Subscription: Section 4 -- Forty-Niners
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Section 6 -- Mormons
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s

Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Student Subscription: Section 8 -- Samuel Adams: True Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States
HPSC.1.c. Examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events

**Social Studies Alive! America's Past (Grades 4-6)**

Lesson - African Americans in the Mid-1800s
   Enrichment Resource - Biography Bank: Frederick Douglass
   Enrichment Resource - Biography Bank: Harriet Tubman

Lesson - American Indian Cultural Regions
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Reading Further -- Four Young American Indians
   Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
   Student Subscription: Enrichment Reading -- American Indian Economic Patterns
   Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

Lesson - American Indians and Their Land
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Reading Further -- Recording Sioux History
   Student Subscription: Enrichment Reading -- How People Modify the Environment

Lesson - Comparing the Colonies
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
   Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
   Student Subscription: Section 4 -- Rhode Island: New England Colony
   Student Subscription: Section 5 -- New York: Middle Colony
   Student Subscription: Section 6 -- Pennsylvania: Middle Colony
   Student Subscription: Section 7 -- Maryland: Southern Colony
   Student Subscription: Section 8 -- Georgia: Southern Colony
   Student Subscription: Summary
   Student Subscription: Reading Further -- Choosing a Career in the Colonies
   Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies
   Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today
   Enrichment Resource - Biography Bank: Hutchinson, Anne (1591 - 1643)
   Enrichment Resource - Biography Bank: Penn, William (1644 - 1718)
   Enrichment Resource - Biography Bank: Williams, Roger (1603 - 1683)

Lesson - Early English Settlements
   Teacher Subscription: Presentation - Preview
   Teacher Subscription: Presentation - Activity
   Teacher Subscription: Presentation - Processing
   Teacher Subscription: Presentation - Reading Further
   Student Subscription: Section 1 -- Introduction
   Student Subscription: Section 2 -- The Lost Settlement of Roanoke
   Student Subscription: Section 3 -- Jamestown Colony
   Student Subscription: Section 4 -- The Settlement of Plymouth
   Student Subscription: Summary
   Student Subscription: Reading Further -- King Philip Decides on War
   Enrichment Resource - Biography Bank: Bradford, William (1590-1657)
Lesson - Facing Slavery
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- West Africa in the 1500s
  Student Subscription: Section 3 -- Dilemma 1: Trading Slaves for Guns in West Africa
  Student Subscription: Section 4 -- The Slave Trade: The Choices
  Student Subscription: Section 5 -- Dilemma 2: Surviving the Middle Passage
  Student Subscription: Section 6 -- The Middle Passage: The Choices
  Student Subscription: Section 7 -- Dilemma 3: Living as a Slave in the Colonies
  Student Subscription: Section 8 -- Slave Life in the Colonies: The Choices
  Student Subscription: Summary
  Student Subscription: Reading Further -- How Slaves Kept Hope Alive
  Student Subscription: Enrichment Reading -- African Influence in North America, Then and Now
  Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Geography of the United States
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Reading Further -- Where Geography Meets History

Lesson - How and Why Europeans Came to the New World
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)

Lesson - Industrialization and the Modern United States
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Industrialization
  Student Subscription: Section 2 -- World War I
  Student Subscription: Section 3 -- The Great Depression
  Student Subscription: Section 4 -- World War II
  Student Subscription: Section 5 -- The Cold War
  Student Subscription: Section 6 -- The Civil Rights Movement
  Student Subscription: Section 7 -- The Information Age
  Student Subscription: Summary
  Student Subscription: Reading Further -- Challenges and Hope for Immigrants
  Student Subscription: Enrichment Reading -- A Nation of Immigrants
  Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
  Student Subscription: Enrichment Reading -- International Relations
  Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America
  Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
  Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
  Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
  Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
  Student Subscription: Enrichment Reading -- The Great Depression: Banking

Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
Enrichment Resource - Biography Bank: Ford, Henry (1863 - 1947)
Lesson - Life in Colonial Williamsburg
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Colonial Williamsburg
Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
Student Subscription: Section 5 -- Social Life: Raleigh Tavern
Student Subscription: Section 6 -- Government: The Governor's Palace
Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
Student Subscription: Section 8 -- Religion: Bruton Parish Church
Student Subscription: Summary
Student Subscription: Reading Further -- A Religious Revival in the Colonies
Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Manifest Destiny and Settling the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The United States in 1783
Student Subscription: Section 3 -- Louisiana Purchase (1803)
Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
Student Subscription: Section 5 -- Florida Acquisition (1819)
Student Subscription: Section 6 -- Texas Annexation (1845)
Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
Student Subscription: Summary
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
Student Subscription: Enrichment Reading -- The War of 1812
Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Lewis, Meriweather (1774 - 1809)
Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans'"Alies and Enemies

Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Continental Army
Student Subscription: Section 3 -- The British Army
Student Subscription: Section 4 -- The British Army Is Far from Home
Student Subscription: Section 5 -- The Continental Army Is Motivated to Win
Student Subscription: Section 6 -- Different War Strategies
Student Subscription: Section 7 -- The Continental Army Gains Allies
Student Subscription: Section 8 -- The Treaty of Paris, 1783
Student Subscription: Summary
Student Subscription: Reading Further -- The Revolution's Home Front
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution

Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Bill of Rights
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Need for a Bill of Rights
Student Subscription: Section 3 -- The First Amendment
Student Subscription: Section 4 -- The Second Amendment
Student Subscription: Section 5 -- The Fourth Amendment
Student Subscription: Section 6 -- The Fifth Amendment
Student Subscription: Section 7 -- The Sixth Amendment
Student Subscription: Section 8 -- The Eighth Amendment
Government
Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy
Student Subscription: Enrichment Reading -- Our Federal System of Government
Student Subscription: Enrichment Reading -- The Great Compromise: How Roger Sherman Saved the Constitution
Student Subscription: Enrichment Reading -- The Northwest Ordinance: Democratic Ideals in the States of the Northwest Territory
Student Subscription: Enrichment Reading -- Voting Rights
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Hamilton, Alexander (1755 or 1757 - 1804)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Declaration of Independence
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Second Continental Congress
Student Subscription: Section 3 -- Thomas Paine and Common Sense
Student Subscription: Section 4 -- Writing the Declaration of Independence
Student Subscription: Section 5 -- Approving the Declaration of Independence
Student Subscription: Section 6 -- The Declaration of Independence
Student Subscription: Summary
Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
Student Subscription: Enrichment Reading -- Independence Day and Other Holidays Celebrated by Americans
Student Subscription: Enrichment Reading -- Ohio History on a Timeline
Student Subscription: Enrichment Reading -- Symbols of the United States
Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Paine, Thomas (1737 - 1809)

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 3 -- Mexicanos
Student Subscription: Section 4 -- Forty-Niners
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Section 6 -- Mormons
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s
Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Social Studies Alive! America’s Past (Grades 4-6)

Lesson - Comparing the Colonies
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Summary
Student Subscription: Reading Further -- Choosing a Career in the Colonies

Lesson - Early English Settlements
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 3 -- Jamestown Colony
Student Subscription: Summary
Enrichment Resource - Biography Bank: Rolfe, John (1585-1622)

Lesson - How and Why Europeans Came to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Underwater Archaeology
Student Subscription: Section 6 -- Claimed Lands
Student Subscription: Section 7 -- Religious Beliefs
Student Subscription: Section 8 -- Wealth
Student Subscription: Section 10 -- Cash Crops
Student Subscription: Summary
Student Subscription: Reading Further -- Changes in Europe Spur Exploration
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
| Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554) |
| Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547) |
| Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541) |
| Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687) |

**Lesson - The Diverse Peoples of the West**
- Teacher Subscription: Presentation - Preview
- Student Subscription: Section 5 -- Chinese Immigrants
- Student Subscription: Summary

HP.SC.1.e. Research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today

**Social Studies Alive! America's Past (Grades 4-6)**

**Lesson - American Indian Cultural Regions**
- Teacher Subscription: Presentation - Activity

**Lesson - Industrialization and the Modern United States**
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 7 -- The Civil Rights Movement
- Student Subscription: Reading Further -- Challenges and Hope for Immigrants
- Student Subscription: Enrichment Reading -- A Nation of Immigrants
- Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
- Student Subscription: Enrichment Reading -- International Relations
- Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America

**Lesson - American Indians and Their Land**
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Reading Further -- Four Young American Indians
- Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
- Student Subscription: Enrichment Reading -- American Indian Economic Patterns
- Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures
- Student Subscription: Enrichment Reading -- How People Modify the Environment

**Lesson - Comparing the Colonies**
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
Student Subscription: Summary
Student Subscription: Reading Further -- The Cherokee Trail of Tears
Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
Student Subscription: Enrichment Reading -- The War of 1812
Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Lewis, Meriwether (1774 - 1809)
Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Christopher Columbus
Student Subscription: Section 3 -- John Cabot
Student Subscription: Section 4 -- Juan Ponce de León
Student Subscription: Section 5 -- Hernán Cortés
Student Subscription: Section 6 -- Jacques Cartier
Student Subscription: Section 7 -- Francisco Vásquez de Coronado
Student Subscription: Section 8 -- Henry Hudson
Student Subscription: Section 9 -- Robert de La Salle
Student Subscription: Summary
Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Student Subscription: Enrichment Reading -- Exploration, Trade, and Interdependence
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans”’ Allies and Enemies
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 3 -- Mexicanos
Student Subscription: Section 4 -- Forty-Niners
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Section 6 -- Mormons
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s
Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Student Subscription: Section 8 -- Samuel Adams: True Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States
Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who?

HRSC.2.b. Explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Geography of the United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Enrichment Reading -- How Geography Affects Where People Live

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Industrialization
Student Subscription: Section 8 -- The Information Age
Student Subscription: Summary
Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
Enrichment Resource - Biography Bank: Ford, Henry (1863 - 1947)
Enrichment Resource - Biography Bank: Wright, Orville (1871 - 1948)
Enrichment Resource - Biography Bank: Wright, Wilbur (1867 - 1912)

Lesson - Life in Colonial Williamsburg
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription: Section 2 -- Colonial Williamsburg
Student Subscription: Summary

Lesson - Manifest Destiny and Settling the West
Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny

Lesson - The American Revolution
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- The Revolution's Home Front

Lesson - The Causes of the Civil War
Student Subscription: Enrichment Reading -- Industrialization in the North: Productivity
Student Subscription: Enrichment Reading -- Reforms during the Antebellum Period

Lesson - The Diverse Peoples of the West
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s

Lesson - To Declare Independence or Not
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States

HPSC.2.c. Compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/came to America

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Comparing the Colonies
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
Student Subscription: Summary
Student Subscription: Reading Further -- Choosing a Career in the Colonies

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants

Lesson - Routes of Exploration to the New World
Student Subscription: Enrichment Reading -- Europeans in the Americas

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Preview
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Summary

HPSC.2.d. Investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream), and explain their historical significance

Social Studies Alive! America's Past (Grades 4-6)

Lesson - Industrialization and the Modern United States
Student Subscription: Section 7 -- The Civil Rights Movement

Lesson - The Declaration of Independence
Student Subscription: Enrichment Reading -- Independence Day and Other Holidays
HPSC.3. Investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)

**Social Studies Alive! America's Past (Grades 4-6)**

**Lesson - African Americans in the Mid-1800s**
- Enrichment Resource - Biography Bank: Frederick Douglass
- Enrichment Resource - Biography Bank: Harriet Tubman

**Lesson - American Indian Cultural Regions**
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Reading Further -- Four Young American Indians
- Student Subscription: Enrichment Reading -- Economic Activity Among the American Indians
- Student Subscription: Enrichment Reading -- American Indian Economic Patterns
- Student Subscription: Enrichment Reading -- Contact Between American Indian and European Cultures

**Lesson - American Indians and Their Land**
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Reading Further -- Recording Sioux History
- Student Subscription: Enrichment Reading -- How People Modify the Environment

**Lesson - Comparing the Colonies**
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Section 2 -- The New England, Middle, and Southern Colonial Regions
- Student Subscription: Section 3 -- Massachusetts Bay: New England Colony
- Student Subscription: Section 4 -- Rhode Island: New England Colony
- Student Subscription: Section 5 -- New York: Middle Colony
- Student Subscription: Section 6 -- Pennsylvania: Middle Colony
- Student Subscription: Section 7 -- Maryland: Southern Colony
- Student Subscription: Section 8 -- Georgia: Southern Colony
- Student Subscription: Summary
- Student Subscription: Reading Further -- Choosing a Career in the Colonies
- Student Subscription: Enrichment Reading -- Answering the Three Basic Economic Questions in the American Colonies
- Student Subscription: Enrichment Reading -- Taking Part in Politics: Colonial Times to Today
- Enrichment Resource - Biography Bank: Hutchinson, Anne (1591 - 1643)
- Enrichment Resource - Biography Bank: Penn, William (1644 - 1718)
- Enrichment Resource - Biography Bank: Williams, Roger (1603 - 1683)

**Lesson - Early English Settlements**
- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Teacher Subscription: Presentation - Processing
- Teacher Subscription: Presentation - Reading Further
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Section 2 -- The Lost Settlement of Roanoke
- Student Subscription: Section 3 -- Jamestown Colony
- Student Subscription: Section 4 -- The Settlement of Plymouth
- Student Subscription: Summary
Lesson - Facing Slavery
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- West Africa in the 1500s
Student Subscription: Section 3 -- Dilemma 1: Trading Slaves for Guns in West Africa
Student Subscription: Section 4 -- The Slave Trade: The Choices
Student Subscription: Section 5 -- Dilemma 2: Surviving the Middle Passage
Student Subscription: Section 6 -- The Middle Passage: The Choices
Student Subscription: Section 7 -- Dilemma 3: Living as a Slave in the Colonies
Student Subscription: Section 8 -- Slave Life in the Colonies: The Choices
Student Subscription: Summary
Student Subscription: Reading Further -- How Slaves Kept Hope Alive
Student Subscription: Enrichment Reading -- African Influence in North America, Then and Now
Student Subscription: Enrichment Reading -- Labor in Colonial Virginia and Now

Lesson - Geography of the United States
Teacher Subscription: Presentation - Reading Further
Student Subscription: Reading Further -- Where Geography Meets History

Lesson - How and Why Europeans Came to the New World
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)

Lesson - Industrialization and the Modern United States
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Industrialization
Student Subscription: Section 3 -- World War I
Student Subscription: Section 4 -- The Great Depression
Student Subscription: Section 5 -- World War II
Student Subscription: Section 6 -- The Cold War
Student Subscription: Section 7 -- The Civil Rights Movement
Student Subscription: Section 8 -- The Information Age
Student Subscription: Summary
Student Subscription: Reading Further -- Challenges and Hope for Immigrants
Student Subscription: Enrichment Reading -- A Nation of Immigrants
Student Subscription: Enrichment Reading -- American Culture 3: Art, Music, and Literature in the 20th Century United States
Student Subscription: Enrichment Reading -- International Relations
Student Subscription: Enrichment Reading -- Leaders and Leadership in Modern America
Student Subscription: Enrichment Reading -- Ohio Inventors Changed Our World
Student Subscription: Enrichment Reading -- Science and Technology 2: How the Factory System Changed Work in the United States
Student Subscription: Enrichment Reading -- Science and Technology 3: Technological Changes and Challenges in Modern America
Student Subscription: Enrichment Reading -- Science and Technology 4: American Scientists and Inventors
Student Subscription: Enrichment Reading -- The Great Depression: Banking
Enrichment Resource - Biography Bank: Bell, Alexander Graham (1847 - 1922)
Enrichment Resource - Biography Bank: Edison, Thomas Alva (1847 - 1931)
Lesson - Life in Colonial Williamsburg
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Colonial Williamsburg
  Student Subscription: Section 3 -- Education: The College of William and Mary, and Dame Schools
  Student Subscription: Section 4 -- Trades: The Shoemaker's Shop
  Student Subscription: Section 5 -- Social Life: Raleigh Tavern
  Student Subscription: Section 6 -- Government: The Governor's Palace
  Student Subscription: Section 7 -- Slavery: The Slave Quarters at a Tobacco Plantation
  Student Subscription: Section 8 -- Religion: Bruton Parish Church
  Student Subscription: Summary
  Student Subscription: Reading Further -- A Religious Revival in the Colonies
  Student Subscription: Enrichment Reading -- American Culture 1: Art, Music, and Literature in Colonial America

Lesson - Manifest Destiny and Settling the West
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- The United States in 1783
  Student Subscription: Section 3 -- Louisiana Purchase (1803)
  Student Subscription: Section 4 -- Lewis and Clark Expedition (1804 to 1806)
  Student Subscription: Section 5 -- Florida Acquisition (1819)
  Student Subscription: Section 6 -- Texas Annexation (1845)
  Student Subscription: Section 7 -- Acquisition of Oregon Country (1846)
  Student Subscription: Section 8 -- Mexican Cession (1848) and Gadsden Purchase (1853)
  Student Subscription: Summary
  Student Subscription: Reading Further -- The Cherokee Trail of Tears
  Student Subscription: Enrichment Reading -- Making Economic Choices: Opportunity Costs, Benefits, and Incentives
  Student Subscription: Enrichment Reading -- Science and Technology 1: Machines and Manifest Destiny
  Student Subscription: Enrichment Reading -- The War of 1812
  Enrichment Resource - Biography Bank: Clark, William (1770 - 1838)
  Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
  Enrichment Resource - Biography Bank: Lewis, Meriweather (1774 - 1809)
  Enrichment Resource - Biography Bank: Sacagawea (about 1788-1812)

Lesson - Routes of Exploration to the New World
  Teacher Subscription: Presentation - Preview
  Teacher Subscription: Presentation - Activity
  Teacher Subscription: Presentation - Processing
  Teacher Subscription: Presentation - Reading Further
  Student Subscription: Section 1 -- Introduction
  Student Subscription: Section 2 -- Christopher Columbus
  Student Subscription: Section 3 -- John Cabot
  Student Subscription: Section 4 -- Juan Ponce de León
  Student Subscription: Section 5 -- Hernán Cortés
  Student Subscription: Section 6 -- Jacques Cartier
  Student Subscription: Section 7 -- Francisco Vásquez de Coronado
  Student Subscription: Section 8 -- Henry Hudson
  Student Subscription: Section 9 -- Robert de La Salle
  Student Subscription: Summary
  Student Subscription: Reading Further -- Who Wins Florida?
Student Subscription: Enrichment Reading -- Europeans in the Americas
Enrichment Resource - Biography Bank: Columbus, Christopher (1451 - 1506)
Enrichment Resource - Biography Bank: Coronado, Francisco (1510 - 1554)
Enrichment Resource - Biography Bank: Cortés, Hernán (1485 - 1547)
Enrichment Resource - Biography Bank: Pizarro, Francisco (about 1475-1541)
Enrichment Resource - Biography Bank: de La Salle, Robert (1643-1687)

Lesson - Tensions Grow Between the Colonies and Great Britain
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The French and Indian War
Student Subscription: Section 3 -- The Proclamation of 1763
Student Subscription: Section 4 -- The Quartering Act
Student Subscription: Section 5 -- The Stamp Act
Student Subscription: Section 6 -- The Boston Massacre
Student Subscription: Section 7 -- The Boston Tea Party
Student Subscription: Section 8 -- The Intolerable Acts
Student Subscription: Summary
Student Subscription: Reading Further -- King George III and His Colonies
Student Subscription: Enrichment Reading -- American Indians and Europeans'"Allies and Enemies"
Student Subscription: Enrichment Reading -- Taxes, Then and Now
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Henry, Patrick (1736 - 1799)
Enrichment Resource - Biography Bank: Revere, Paul (1735 - 1818)

Lesson - The American Revolution
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Continental Army
Student Subscription: Section 3 -- The British Army
Student Subscription: Section 4 -- The British Army Is Far from Home
Student Subscription: Section 5 -- The Continental Army Is Motivated to Win
Student Subscription: Section 6 -- Different War Strategies
Student Subscription: Section 7 -- The Continental Army Gains Allies
Student Subscription: Section 8 -- The Treaty of Paris, 1783
Student Subscription: Summary
Student Subscription: Reading Further -- The Revolution's Home Front
Student Subscription: Enrichment Reading -- American Indians and Colonists in the American Revolution
Student Subscription: Enrichment Reading -- Military Organizations from Revolutionary Times
Student Subscription: Enrichment Reading -- Women of the American Revolution
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Bill of Rights
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Need for a Bill of Rights
Student Subscription: Section 3 -- The First Amendment
Student Subscription: Section 4 -- The Second Amendment
Student Subscription: Section 5 -- The Fourth Amendment
Student Subscription: Section 6 -- The Fifth Amendment
Student Subscription: Section 7 -- The Sixth Amendment
Student Subscription: Section 8 -- The Eighth Amendment
Lesson - The Causes of the Civil War
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Differences Grow Between the North and the South
Student Subscription: Section 3 -- The Missouri Compromise
Student Subscription: Section 4 -- Abolitionists and the Underground Railroad
Student Subscription: Section 5 -- The Compromise of 1850
Student Subscription: Section 6 -- "Bleeding Kansas"
Student Subscription: Section 7 -- The Election of Abraham Lincoln
Student Subscription: Summary
Student Subscription: Reading Further -- Harriet Beecher Stowe's Book
Student Subscription: Enrichment Reading -- American Culture 2: Art, Music, and Literature in the 19th Century United States
Student Subscription: Enrichment Reading -- Industrialization in the North: Productivity
Student Subscription: Enrichment Reading -- Ohio's Role in the Anti-Slavery Movement and the Underground Railroad
Student Subscription: Enrichment Reading -- Reforms during the Antebellum Period

Lesson - The Civil War
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Union and the Confederate Armies
Student Subscription: Section 3 -- Key Battles in the North
Student Subscription: Section 4 -- Military Tactics and Technology
Student Subscription: Section 5 -- Combat Conditions
Student Subscription: Section 6 -- Medical Care
Student Subscription: Section 7 -- Food and Drink
Student Subscription: Section 8 -- Conditions on the Home Front
Student Subscription: Section 9 -- From Gettysburg to Appomattox
Student Subscription: Summary
Student Subscription: Reading Further -- Life After Slavery in the South
Student Subscription: Enrichment Reading -- American Indians Now and Then
Student Subscription: Enrichment Reading -- The Civil War
Student Subscription: Enrichment Reading -- The Era of Reconstruction
Enrichment Resource - Biography Bank: Barton, Clara (1821-1912)
Enrichment Resource - Biography Bank: Lincoln, Abraham (1809 - 1865)

Lesson - The Constitution
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The First Government: The Articles of Confederation
Student Subscription: Section 3 -- A New Government: The Constitutional Convention
Student Subscription: Section 4 -- Making the Laws: The Legislative Branch
Student Subscription: Section 5 -- Carrying Out the Laws: The Executive Branch
Student Subscription: Section 6 -- Interpreting the Laws: The Judicial Branch
Student Subscription: Section 7 -- Limiting Power: Checks and Balances
Student Subscription: Summary
Student Subscription: Reading Further -- Inside the Constitutional Convention
Student Subscription: Enrichment Reading -- Crafting the Constitution: The Art of Compromise
Student Subscription: Enrichment Reading -- Establishing a Limited Government
Student Subscription: Enrichment Reading -- Federalist and Anti-Federalist Views of
Government
Student Subscription: Enrichment Reading -- Our Constitutions: Foundations of Democracy
Student Subscription: Enrichment Reading -- Our Federal System of Government
Student Subscription: Enrichment Reading -- The Great Compromise: How Roger Sherman Saved the Constitution
Student Subscription: Enrichment Reading -- The Northwest Ordinance: Democratic Ideals in the States of the Northwest Territory
Student Subscription: Enrichment Reading -- Voting Rights
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Hamilton, Alexander (1755 or 1757 - 1804)
Enrichment Resource - Biography Bank: Washington, George (1732 - 1799)

Lesson - The Declaration of Independence
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The Second Continental Congress
Student Subscription: Section 3 -- Thomas Paine and Common Sense
Student Subscription: Section 4 -- Writing the Declaration of Independence
Student Subscription: Section 5 -- Approving the Declaration of Independence
Student Subscription: Section 6 -- The Declaration of Independence
Student Subscription: Summary
Student Subscription: Reading Further -- Jefferson's Conflict: Ideas vs. Reality
Student Subscription: Enrichment Reading -- Independence Day and Other Holidays

Celebrated by Americans
Student Subscription: Enrichment Reading -- Ohio History on a Timeline
Student Subscription: Enrichment Reading -- Symbols of the United States
Student Subscription: Enrichment Reading -- The U.S. Free Enterprise Economy
Enrichment Resource - Biography Bank: Franklin, Benjamin (1706 - 1790)
Enrichment Resource - Biography Bank: Jefferson, Thomas (1743 - 1826)
Enrichment Resource - Biography Bank: Paine, Thomas (1737 - 1809)

Lesson - The Diverse Peoples of the West
Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- The West in the Mid-1800s
Student Subscription: Section 3 -- Mexicanos
Student Subscription: Section 4 -- Forty-Niners
Student Subscription: Section 5 -- Chinese Immigrants
Student Subscription: Section 6 -- Mormons
Student Subscription: Section 7 -- Oregon Pioneers
Student Subscription: Section 8 -- Nez Percés
Student Subscription: Summary
Student Subscription: Reading Further -- Laura Ingalls Wilder on the Prairie
Student Subscription: Enrichment Reading -- Communication and Transportation in the 1800s
Student Subscription: Enrichment Reading -- The Gold Rush: Supply and Demand

Lesson - To Declare Independence or Not
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Section 2 -- Who Were the Loyalists and Patriots?
Student Subscription: Section 3 -- Thomas Hutchinson: A Loyalist Governor
Student Subscription: Section 4 -- Jonathan Boucher: Loyalist Religious Leader
Student Subscription: Section 5 -- Lord Dunmore: Loyalist Governor of Virginia
Student Subscription: Section 6 -- Benjamin Franklin: The Thoughtful Patriot
Student Subscription: Section 7 -- Mercy Otis Warren: Patriot with a Pen
Student Subscription: Section 8 -- Samuel Adams: True Patriot
Student Subscription: Summary
Student Subscription: Reading Further -- Patrick Henry, Radical Revolutionary
Student Subscription: Enrichment Reading -- Can You Believe Everything You Read?
Student Subscription: Enrichment Reading -- New Inventions in the Early Days of the United States
Student Subscription: Enrichment Reading -- Public Policy: Why, How, Who?

www.teachtci.com
800-497-6138, ext. 0
info@teachtci.com

About TCI

TCI is a unique K-12 social studies publisher created by teachers, for teachers. With proven classroom results, our curriculum increases test scores and content literacy skills while enabling educators to be more effective and passionate in their teaching. Our programs marry great content, meaningful technology, and interactive experiences.
Attachment 4

Components of Academic Grades

Teachers at RCA will use a balanced approach by using three grading categories (Engagement, Progression, and Mastery) to determine promotion at the end of each academic year.

Academic grades will be based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category shall include a variety of components/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct. Special education teachers shall ensure that each of the three categories is represented; however special education teachers’ grades’ may not always include a variety of components/assignments in each category.

<table>
<thead>
<tr>
<th>Category of Academic Grades (must include all three)</th>
<th>Component/Assignment for Each Category (Examples include, but are not limited to, the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement with Standards</td>
<td>Participation, group work, class discussion, journals/logs/notebooks. Projects, teacher observation, student reflection, or other measures of student interaction</td>
</tr>
<tr>
<td>• Shall count for no more than 20% of the total academic grade</td>
<td></td>
</tr>
<tr>
<td>Student Progression Toward Standards</td>
<td>Homework, problem solving, class assignments, quizzes, anecdotal records, projects, student self-assessment, or other measures of student progress</td>
</tr>
<tr>
<td>• Shall count for no more than 30% of the total academic grade</td>
<td></td>
</tr>
<tr>
<td>Student Mastery of Standards</td>
<td>Test/Proficiency assessments, projects (e.g. project or problem based), performance assessments, demonstrations, authentic assessments, presentations, or other measures of student mastery</td>
</tr>
<tr>
<td>• Shall count for no more than 70% of the total academic grade</td>
<td></td>
</tr>
</tbody>
</table>

• Teachers must use all three categories listed above when determining passage.
• No one assignment can count for more than one-third of an entire category (Engagement, Progression, and Mastery)
## RIVER CITIES ACADEMY
### 2020-21 SCHOOL CALENDAR

### August
- **7**: Opening Day
- **7-11**: Professional Development
- **12**: First Day for Students

### September
- **7**: Holiday – Labor Day
- **14-18**: Aimsweb Testing

### October
- **12**: No School
- **12**: Professional Development

### November
- **2**: No School
- **2**: Professional Development
- **25**: No School – Thanksgiving
- **26**: Holiday – Thanksgiving
- **27**: No School – Thanksgiving

### December
- **7-11**: Aimsweb Testing
- **18**: Last School Day Before Winter Break

### Month-by-Month Breakdown:
- **January**: 1st School Day
- **February**: 12th Professional Development
- **March**: 7th Holiday – Labor Day
- **April**: 7-11th Aimsweb Testing
- **May**: 2020-21 School Calendar
- **June**: 18th Last Day of School

### Notes:
- **No School**
- **Holiday-No School**
- **Prof. Dev.**
- **Open/Close**
- **First/Last Students**

### Legend:
- **No School**
- **Holiday-No School**
- **Prof. Dev.**
- **Open/Close**
- **First/Last Students**

### Student Days: 193
### Teacher Days: 199
Attachment 6 Bell Schedule

**Daily/Weekly Schedule for Students**

The current requirements for public school instructional time in Kentucky mandate that children receive instruction for a minimum of the equivalent of 177 six-hour days during a school year. RCA shall devote a minimum of seven hours per day and 35 hours per week to academic instruction for each grade, with a longer school year, that will be the equivalent of 190 seven-hour days during the school year.

**Daily Schedule**

Schedule: 8:00 a.m. - 4:30 p.m.
Doors Open: 7:20 a.m.
Breakfast: 7:30 a.m. - 7:55 a.m.

Sample daily/weekly scheduled for 3rd through 8th grade:
8:00 - 8:45: Morning provocations
8:45 - 11:15: Morning learning block and snack
11:15 - 12:45: Recess/Lunch
12:45 - 3:00: Afternoon learning block
3:00 - 4:30: Homework Cafe and snack

Sample daily/weekly scheduled for K through 2nd grade is as follows:
8:00 - 8:30: Morning provocations
8:30 - 9:45: Early morning learning block
9:45 - 10:15: Recess
10:15 - 11:30: Snack and late morning learning block
11:30 - 1:00: Recess/Lunch
1:00 - 3:00: Afternoon learning block
3:00 - 4:30: Homework Cafe and snack

Morning provocations: A period for students to wake up their minds through active discovery and open-ended collaboration with peers

Learning blocks: Flexible blocks in which teachers schedule Case method project time, lessons from the selected curricula, and reflective time for students to learn self-evaluative and meta-cognitive skills. Flexible learning blocks allow teachers to draw connections between classwork and real-world problems with extended cross-disciplinary lessons and projects. Morning and afternoon blocks also maximize RCA’s ability to involve members of the greater community in classroom work, as necessary for Case method projects. Flexibility also allows teachers to move subjects to different day times to ensure maximum attention (e.g. when covering a new, more complex topic, teachers can move it to a time when learners are at their best).
Attachment 7 Enrollment Policy

Enrollment in RCA is done by the parent/guardian. School registration will begin February 3, 2020 before the school year and during the summer, prior to the opening of school. Actual registration on-site will begin on March 23, 2020. Student enrollment will occur throughout the year and students are permitted to enroll at any time if available seats permit. As a regional achievement academy, only students who reside within the boundaries of the regional achievement zone (Covington, Newport, Bellevue, Dayton, Ludlow, and Ft. Thomas) may enroll in RCA.

Residence Defined

River Cities Academy (RCA) is a regional achievement academy public charter school. Students whose parent or guardian resides in one of the required 6 Districts and have custody of the student, or pupils who are legal residents of one of the school Districts, or as otherwise provided by state or federal law, shall be considered residents and are entitled to enroll at the River Cities Academy if the school has the available space.

All other students shall be classified as nonresidents for school purposes.

Homeless Children and Unaccompanied Youth

RCA shall provide educational and related services to homeless children and youth and homeless children or youth not in the physical custody of a parent or guardian (unaccompanied youth) in a manner that does not segregate or stigmatize students based on their homeless status.

RCA shall provide guidelines that detail the rights of homeless students and the responsibilities that schools have to meet their needs and eliminate barriers to school attendance. These guidelines shall emphasize the right of homeless students to:

1. Have equal access to all educational programs and services, including transportation, that non-homeless students enjoy;
2. Attend regular public school with non-homeless students; and
3. Continue to receive all services for which they are eligible (i.e., special education, gifted and talented, English learner).

RCA shall designate an appropriate staff person to serve as liaison to homeless children and unaccompanied youth. The liaison is responsible for:

- “Outreach” to other entities and agencies so that homeless students are identified;
- Providing public notice of the educational rights of homeless children in locations frequented by parents/guardians and unaccompanied youths. This notice is to be in a manner and form that is understandable;
- Seeing that school personnel receive professional development and other support; and
- Ensuring that unaccompanied youths are enrolled in school and receive support to accrue credits and access to higher education.
Homeless Children and Unaccompanied Youth

RCA shall inform school personnel, service providers, advocates working with homeless families, parents, guardians and homeless children and unaccompanied youths of the duties of the liaison.

All concerns regarding the education of homeless children and unaccompanied youth shall be referred to the School liaison. If a complaint arises regarding services or placement of homeless children and unaccompanied youth, the dispute resolution procedures as set forth in 704 KAR 007:090 KAR 007:090 shall apply.

shall apply.

Disputes over eligibility, school selection, or enrollment are to be appealed to the Kentucky Department of Education using the Dispute Resolution for Homeless form located at the link below:

https://education.ky.gov/federal/progs/txc/Documents/Homeless%20Dispute%20Resolution%20Form.pdf

The liaison shall provide a copy of the referenced form to the complainant.

RCA shall provide services for homeless children and unaccompanied youths with disabilities as required by law.

Children in Foster Care

Students in foster care shall have equal access to all educational programs and services, including transportation, which all other students enjoy.

Foster children are to be immediately enrolled in a new school. RCA shall collaborate with the Cabinet to ensure immediate and appropriate enrollment of the child and immediately contact the student’s previous school for relevant records. The previous school shall provide the new school records maintained within the student information system by the Kentucky Department of Education within three (3) working days of receipt of a request. Remaining records shall be provided within ten (10) working days of the request.

The Principal may appoint a Foster Care Liaison to coordinate activities relating to RCA’s provision of services to children placed in foster care, including transportation services, when the District is notified by the Cabinet for Health and Family Services in writing that the Cabinet has designated its foster care point of contact for the School.

When possible, a child exiting the foster care program during the school year shall be allowed to complete the school year in the school of origin.

Best Interest of the Child

Determining the best interest of the child takes into consideration the following factors, including but not limited to:

- The benefits to the child of maintaining educational stability;
- The appropriateness of the current educational setting;
• The child’s attachment and meaningful relationships with staff and peers at the current educational setting;
• The influence of the school’s climate on the child;
• The safety of the child; and
• The proximity of the placement to the school of origin, and how the length of a commute would impact the child.

**Immigrants**

No student shall be denied enrollment based on his/her immigration status, and documentation of immigration status shall not be required as a condition of enrollment.

**Transfer of ADA**

Nonresident pupils may be admitted to RCA upon payment of tuition and/or transfer of the pupil's average daily attendance as defined under Kentucky's public-school fund.

**Expelled/Convicted Students**

The parent, guardian, or other person or agency responsible for the student shall provide to the school prior to admission, a sworn statement or affirmation concerning any of the following that have occurred in or outside Kentucky:

1. If a student has been expelled from school; or
2. If a student has been adjudicated guilty/convicted of, homicide, assault, or an offense in violation of state law or school regulations relating to weapons, alcohol, or drugs.

Assault shall mean any physical assault, including sexual assault.

The sworn statement or affirmation shall be on a form provided by the appropriate state agency and shall be sent to the receiving school within five (5) working days of official notification that a student has requested enrollment in the new school.

If a student is suspended or expelled for any reason, or faces charges that may lead to suspension or expulsion, but withdraws prior to a hearing from any public or private school in Kentucky or any other state and then moves into RCA and seeks to enroll, RCA shall review the details of the charges, suspension, or expulsion and determine if the student will be admitted, and if so, what conditions may be imposed upon the admission. Prior to a decision to deny admission, RCA shall offer the student, parent/guardian, or other persons having legal custody or control of the student a hearing before the Board.

**Enrollment Preferences**

Enrollment preference may be given to:

• Students who reside within the boundaries of the local school district where the regional achievement academy is located.
• After year 1 - students enrolled in the school the previous year and to siblings of students already enrolled. An enrollment preference for returning students excludes those students from entering into a lottery.
• The children of the public charter school's board of directors and full-time employees provided they constitute no more than 10% of the total student population.
• Students who meet federal eligibility requirements for free or reduced-price meals.
• Students who attend persistently low-achieving non-charter public schools.

Once applications/registrations exceed the total amount of space; RCA will engage in a lottery to fill vacancies.

**Lottery Process**

The format of the lottery will be fair to all and ensure randomization. As such, the process will be transparent, and conducted in accordance with any policies adopted by the Board, Authorizer and the State of Kentucky. All lotteries will be conducted in public and at a time and location that allows for the public to attend. RCA will not require a student or their representative to attend the lottery to receive an enrollment offer. A student’s parent or guardian will have ten business days in which to respond to accept the seat for their child or the next individual on the wait list will be contacted.

RCA will keep accurate record of the enrollment lottery. During the lottery drawing, one or two individuals will transcribe the lottery results to record when each child’s name or number is selected and the appropriate grade level. In addition, another person will keep detailed minutes of the event. All lottery proceedings will be videotaped, and RCA will be mindful that the video is a record that is subject to public review.
Attachment 8
Student Discipline Policy

River Cities Academy is committed to ensuring that our schools are safe, secure and orderly environments in which teaching, and learning take place each day. A safe, supportive school environment depends on a well-developed Disciplinary Code of Conduct, on the cooperation of students, staff and parents in promoting the expectations for student behavior and the provisions of the Code, and a climate of mutual respect among all parties.

Standards of Behavior: Accountability and Support
All members of the school community including students, staff, and parents must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. Principal, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or interferes with the learning environment or other school-related activities. This Disciplinary Code of Conduct (“Code”) provides a comprehensive description of unacceptable behavior. The Code includes the range of permissible disciplinary and intervention measures the school may use to address student behavior. The Code applies to all students, including those with disabilities.

In providing a range of permissible disciplinary measures, the Code is intended to ensure both consistency and equitable treatment for all students and enable the administration to exercise its discretion and educational judgment. Guidance interventions are included because inappropriate behavior or violations of the Code may be symptomatic of more serious problems. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

The standards set forth in the Code apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events, during school-related transportation and on other-than-school property when such behavior may negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

Promoting Positive Student Behavior
River Cities Academy seeks to promote a positive and supportive school climate and culture in which our students may grow both academically and socially. RCA takes a proactive role in
nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports (which have been outlined in the Draft PBIS Behavior Procedures), as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. We believe such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards. Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors. Examples may include providing students with meaningful opportunities to share ideas and concerns and participate in school wide initiatives; student leadership development; periodic recognition of students’ achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and support they need to thrive.

Prevention and Intervention
School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student’s school experience and encourage adherence to the code. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage students, including students with disabilities, in intervention and prevention strategies that address a student’s behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, RCA suspects that a student’s difficulties may be the result of a disability which may require special education services, the student should be refereed to the Principal who can discuss required options for these students (and which are outlined in the PBIS Behavior Procedures document)
Parents as Partners
Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Code. Educators are responsible for timely informing parents about their child’s behavior and for nurturing the skills students need to succeed in school and in society. Parents/guardians are encouraged to discuss with their child’s teacher and other school staff issues that may affect student behavior. It is important that there be maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, the student’s parent or guardian, and one or more of the student’s teachers are an effective means of encouraging parental input and should be held with students where appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact the school.

Attendance
School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that manifest themselves as truancy or patterns of unexcused absence or educational neglect. In cases of truancy, school personnel must meet with the student and parent/guardian in order to determine an appropriate course of action which should include, but not be limited to: guidance intervention, referral for counseling, and/or referral to after-school programs.

Student Rights
All River Cities Academy Students are entitled to:

1. Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to or witness this behavior;
2. Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status, economic status and political beliefs;
3. Receive a written copy of the school’s policies and procedures, including the Discipline Code;
4. Receive professional instruction;
5. Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
6. Be notified in a timely manner of the possibility of failing a course;
7. Be provided with the Discipline Code and rules and regulations of the school; and,
8. Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school.

**Student Responsibilities**

All River Cities Academy Students are responsible for:

1. Attending school regularly and punctually and make every effort to achieve in all areas of their education;
2. Being prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. Following school regulations regarding entering and leaving the classroom and school building;
4. Helping maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
5. Behaving in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn;
6. Sharing information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. Respecting the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Showing respect for school property and respect the property of others, both private and public;
9. Being polite, courteous and respectful toward others;
10. Behaving in a polite, truthful and cooperative manner toward students, teachers and other school staff;
11. Promoting good human relations and build bridges of understanding among the members of the school community;
12. Using non-confrontational methods to resolve conflicts;
13. Participating and voting in student government elections;
14. Providing positive leadership by making student government a meaningful forum to encourage maximum involvement;
15. Working with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
16. Observing ethical codes of responsible journalism;
17. Refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community;
18. Expressing themselves in a manner which promotes cooperation and does not interfere with the educational process;
19. Assembling in a peaceful manner and respect the decision of students who do not wish to participate;
20. Bringing to school only those personal possessions which are safe and do not interfere with the learning environment;
21. Adhering to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
22. Being familiar with the Code and abiding by school rules and regulations;
23. Providing leadership to encourage fellow students to follow established school policies and practices;
24. Keeping parents/guardians informed of school-related matters, including progress in school, social and educational events, and ensuring that parents receive communications that are provided by school staff to students for transmittal to their parents.

Dignity Act Policy
RCA will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender or sex. RCA considers isolating another student based on any of these actual or perceived statuses to be a form of harassment and bullying.

Gender means the actual or perceived sex of an individual and includes a person’s gender identity or expression. Sexual Orientation means the actual or perceived heterosexuality,
homosexuality or bisexuality. Cyberbullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

Any incident of harassment or bullying may be reported to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

Reports and Investigations of Discrimination and Harassment
Students should report violations of the Code and Dignity Act Policy immediately to the Principal. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation. The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

Infractions and Possible Disciplinary Action
RCA recognizes that it may become necessary to discipline a student for the student’s conduct and behavior, and that such discipline may result in suspension, (in some extreme cases) expulsion, or any discipline that may result in the removal of the student from the educational setting. In recognition of the constitutional and legal rights of RCA students, and in order to ensure compliance with those rights, this policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process.

Students are prohibited from engaging in the following conduct while traveling to/from school, during the school day and at all RCA functions whether on or off school grounds. Students may be subjected to discipline for engaging in prohibited conduct even if it takes place off school grounds if it may endanger the health or safety of pupils within the school or adversely affect the educational process or orderly administration of the school:
• Willfully causing physical injury to any other person or threatening to use force that could result in or risks injury, assault another person, fighting or engaging in physically aggressive or threatening behavior, or engaging in inappropriate or unwanted physical contact of any kind.

• Conspiring to or participating in an incident of group violence or gang-related activity or violence.

• Willfully damaging, defacing or destroying school property, including graffiti, or removing or use of such property without express authorization, including, but not limited to, computers, phones, copy machines and elevators.

• Stealing, or taking the property of another without permission.

• Sexually harassing another or committing sexual acts on school property or at school sponsored events.

• Bullying, intimidating, coercing or hazing another person or otherwise discriminating against another person based on his/her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identification, sex, or economic status, or violate RCA’s Dignity Act policy.

• Retaliating against another person for bringing a complaint of inappropriate or prohibited conduct, including under RCA’s Dignity Act policy, for serving as a witness, or participating in an investigation of inappropriate or prohibited conduct.

• Entering any private office or classroom of an administrative officer, teacher, or staff member without permission express authorization.

• Entering or remaining on school property without express authorization.

• Remaining in any building or facility after it is normally closed or entering any building or facility prior to its normal opening, without express authorization.

• Refusing to leave any building or facility after being requested to do so by school administration or staff.

• Willfully obstructing or interfering with the free movement of persons and vehicles.

• Deliberately disrupting or preventing the peaceful and orderly conduct of classes, lectures, after-school activities, or deliberately interfering with the freedom of meetings or deliberately preventing any person from expressing his or her views, unless such disruption is necessary to maintain order of the educational process.

• Possessing on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon of any type, whether or not the person has a license to possess such weapon.

• Committing acts that threaten the safety and welfare of any person.
• Violating any federal or State statute or regulation, local ordinance or school policy.
• Possessing, using, being under the influence of or distributing alcohol, vaping, drugs or drug paraphernalia, or tobacco products.
• Refusing or failing to comply with a lawful order or direction of a school official in the performance of his or her duty.
• Distributing or posting on school property any written material, pamphlets or posters without the prior express approval of the Principal or his/her designee.
• Unexcused absences. Lateness to school or class.
• Failure to return school property.
• Unapproved use of computers, cell phones, computer games, personal devices.
• Rude or disrespectful behavior towards another person, including, but not limited to, swearing or inappropriate language.
• Lying or dishonesty.
• Scholastic dishonesty including, but not limited to, cheating and plagiarizing.
• Falsifying records or signatures including, but not limited to, parents notes and report cards.
• Insubordination, defying or disobeying school employees, kitchen staff, custodial staff, medical staff, safety agents or other persons involved in the school’s educational program.

School officials must consult the Discipline Code when determining which disciplinary measure to impose. In addition to consulting the Discipline Code, prior to determining the appropriate disciplinary and/or intervention measures, the following will be considered:
the student’s age, maturity, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each); the circumstances surrounding the incident leading to the discipline; and the student’s IEP, BIP and 504 Accommodation Plan, if applicable.

The bulleted infractions above are not all-inclusive. Students who engage in misconduct not listed above are subject to appropriate disciplinary measures by the teacher or the administration based on violation of school rules and expectation for appropriate behavior.

Potential Consequences
Depending on the severity of the infraction, disciplinary responses may include, but are not limited to:
• Verbal and written warnings to the student and notice to parents/guardians
• Removal from class or reassignment to another class
• Before or after-school detention
• Reprimand
• Peer mediation
• Learning and behavioral contracts between or among the school, parent/guardian and student
• Exclusion or suspension from athletic, social, extra-curricular activities or other privileges
• In-school suspension
• Out-of-school suspension
• Expulsion

For minor infractions, RCA aims to determine an appropriate in-school course of action in consultation with the teacher, parent/guardian and administration. Students displaying inappropriate or disruptive behavior may be asked to participate in a conference with the teacher, parent/guardian and principal. The intent and purpose of such conference will be to modify the behavior, avoid further infractions, and imposition of more severe discipline.

The list of potential penalties, while detailed, is not exhaustive, nor does it preclude in any way the referral to law enforcement personnel of any matter believed to violate federal, state or local law or where the conduct is required by applicable law or regulation to be reported to law enforcement agencies.

**Disciplinary Procedures and Due Process**

**Short-Term Suspensions (5 Days or Less)**

RCA wishes to avoid suspensions at all costs; however below is our policy should it be absolutely necessary. It is also important to note that RCA will follow all state suspension and expulsion guidelines and restraint and seclusion trainings and procures.

A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian’s email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school’s decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference
with the Principal of the school or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). Student witness(es) have the right to have a parent/guardian present during any questioning. A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian’s dominant language or translation will be made.

Alternative instruction will be provided during the period of suspension. The school may choose to deliver alternative instruction at the school, in the student’s home, or at another location, within its sole discretion in accordance with applicable rules and regulations. The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school’s sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

**Long-Term Suspensions (More than 5 Days)**
A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian’s email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school’s decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she and the student of the student’s right to a formal hearing at which he/she may be represented by counsel, cross-examine the witness(es) against him/her, and present witnesses and evidence of his/her own. Student witness(es) have the right to have a parent/guardian present during any questioning. The written notice and hearing shall be in the parent/guardian’s dominant language or a translation will be made.

The formal hearing will be conducted by the Principal or his/her designee (“Hearing Officer”). The hearing will be recorded. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice by overnight mail must be provided to the Hearing Officer no less than 2 days before the hearing is scheduled. A written decision will be issued after the formal hearing.

Alternative instruction will be provided during the period of suspension. The school may choose
to deliver alternative instruction at the school, in the student’s home, or at another location, within its sole discretion in accordance with applicable rules and regulations. The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school’s sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

For suspensions of 10 days or longer, the school will provide alternative instruction, with a greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student’s school district of residence.

**Expulsion from River Cities Academy**

An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school’s judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. The procedures to be followed where expulsion is proposed are the same as for a Long-Term Suspension above.

If, after a formal hearing, the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student’s academic performance and student records, upon request of the school or parent/guardian. An expelled student will be provided with alternative instruction. The means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student’s school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student’s school district of residence either through agreement with the school district or by operation of law.

**Appeals**

An appeal from written decision imposing a short-term suspension, long-term suspension or expulsion may be made, in writing, to the RCA Board, no later than ten (10) calendar days from the date of the written decision. The Board of Trustees may adopt in whole, or in part, the original decision imposing the discipline. Final decisions of the Board of Trustees may be
appealed to the school’s authorizer pursuant to KRS 158.150.

**Disciplinary Procedures for Students with Disabilities**
The school’s disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (“IDEA”), and its implementing regulations including Kentucky State law respecting students with disabilities. The school will cooperate with the Committee on Special Education* of the student’s school district of residence as necessary to ensure compliance with applicable law and regulation.

Generally, a student with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student’s behavior was not tied to or was a “manifestation” of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student’s behavior generally; (b) the parent/guardian; and (c) relevant members of the students CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student’s disability.

A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

In the event of a proposed short-term or long-term suspension, or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees and indicate the parent/guardian’s right to have relevant CSE members attend.

The manifestation team must review the student’s IEP together with all relevant information within the student’s file and any information provided by the parent/guardian.
**Manifestation Hearing**

If the manifestation team concludes that the child’s behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student’s violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

(i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
(ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

the Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

**Suspensions of More Than 5 Days**

Hearings regarding suspensions of more than 5 days must be bifurcated into a guilt phase and a penalty phase. If the student is found to be guilty, the hearing officer shall make a threshold determination whether a suspension or removal of greater than 10 days is warranted. If the answer is “no”, the hearing may proceed to the guilt phase; provided, however, that the student will be entitled to special education services necessary to ensure a free and appropriate public education during the removal period. If, however, the hearing officer intends to remove the student for more than 10 days, a manifestation meeting must be commenced before the student is removed, except when the student is guilty of behavior relating to serious bodily injury, drugs and alcohol, or weapons as set forth above under the section entitled “Manifestation Hearings”. If the behavior is determined to be a manifestation of the student’s disability, the hearing shall be dismissed, unless the behavior involved serious bodily injury, drugs and alcohol, or weapons. If the behavior is determined not to be tied to the student’s disability, the hearing may proceed to the penalty phase.
If a student is found guilty of conduct involving serious bodily injury, drugs and alcohol, or weapons, he/she may be removed to an IAES for up to 45 days, regardless of whether the behavior was a manifestation of his/her disability. Those circumstances are the only circumstances when a student with a disability may be disciplined regardless of whether the conduct is related to the student’s disability.

**Alternative Instruction**

If the suspension is upheld, the student, at the school’s sole discretion, he/she may be placed in alternative instruction or be required to remain at home during the pendency of the suspension, but not for a period greater than the amount of time a non-disabled student would be subject to suspension for the same behavior.

A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day and a secondary school student will be assigned for a minimum of two hours of direct instruction per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student’s IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student’s general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

**Appeals**

The appeal process for students with disabilities is the same as for students in general education. Please see the section on Appeals above.
Attachment 9
Letters of Support
Dear Board Members,

In answer to a positive community response for the River Cities Academy, a passionate and organized group of parents and citizens have worked diligently to put a professional proposal together to provide school choice for Northern KY families. This is a wonderful opportunity to provide children an educational model tailored to their needs. I am a firm believer that families be given the tools they need to provide developmentally appropriate education for their children, while creating a program which enhances our community. Most parents wish to control where their tax dollars are spent, especially when it so directly affects their kids. As a state legislator, I feel it is my job to listen to my constituents and help provide these opportunities. This is exactly what the River Cities Academy will do for Northern KY families.

As a mother of five, grandmother of two and lifelong Northern Kentuckian, I am very supportive of this project. My children thrived in Montessori programs, very similar in philosophy to that of RCA. These schools are located in Cincinnati as there were no options for this type of education in NKY. Offering an alternative educational opportunity within one’s neighborhood is important to families and I believe that tuition-free, public school options should be a choice for all families who pay taxes in the Commonwealth of KY.

Sincerely,

Representative Kimberly Poore Moser (R)
House District 64
502-564-8100 Ext. 694
The letter below is an unsolicited letter that the River Cities Academy team received after a small community meeting held on May 16, 2017. The purpose of the meeting was to share progress and get input into our thinking. The note below has been re-printed with permission of the author. The author Nick Hill and his wife Kirst Hill are residents of Newport.

From: Nick Hill <nicholaspatrikhill@gmail.com>
Subject: Re: Thanks!
Date: May 21, 2017 at 4:10:22 PM EDT
To: Evelyn Pence <evelyn@pencestudio.com>

Evelyn,

I know that Kirst submitted a feedback form with a few thoughts but I also wanted to share another perspective. I was coming into the meeting last week pretty blind - both toward this particular proposal and to charter schools in general. Some of these concepts were actually pretty mind blowing for me. I am deeply attracted to the concept of hands-on, experiential, project-based learning.

I attended catholic school from 1st through 12th grade. Looking back, I appreciate a few advantages that I had in that system but I also recognize that I did not flourish in that academic environment. In later years, I sometimes struggled to find utility in what I was learning at school (particularly in math). I was not a bad student but these concepts and formulas were never explained as having real world applications and my brain just shut them out. I distinctly recall one teacher telling me that I really just didn't understand math. It's always stuck with me. I laugh now because there are equations that I use everyday at work that I remember failing to understand from a text book back then. But I am an extremely quick and easy learner when I am given a hands-on project or task to complete. That was missing in school and I believe it would have made a difference.

I was also a multipotentialite kid who participated in numerous school-sanctioned extracurricular activities including soccer, academic challenge groups, and art and drama clubs. In addition, I had countless hobbies of my own including guitar and other instruments, reading, and avid fiction writing. There was not a ton of support for that, especially with regards to time management.

In many ways, I feel like I would have been the perfect candidate for the kind of curriculum and learning environment that was described in the meeting last week. Kirst and I have had some casual conversations about where we would send a future child for school and I've always felt very conflicted. There's obviously a decent chance that my kid would turn out a lot like me and, if so, I want a different path for them. Listening through some of the ideas that were proposed gave me a lot of hope. We'll certainly be keeping out eyes on the project as it progresses and appreciate you including us in the meeting.

Thanks,

Nick
Newport City Commissioner Ken Rechtin  
18 Biehl Street  
Newport, Kentucky 41071  
859-250-2263  
kennethrechtin@gmail.com  
11-27-2018

Newport Board of Education Members,  
Board Members  
Newport Independent School District  
20 West 8th  
Newport, Kentucky 41071

Dear Newport Board of Education Members,  

My wife, Christina, and I are longtime residents of Newport.

Many of you are aware that Tina and I did not use the NISD as our educational choice for our children. We choose instead to send our children through the Diocesan Catholic School system. The Catholic education that is afforded at these schools was THE critical component to our decision.

We feel that the choice that we made has benefited our children.

This is not to say that, had we made a choice of utilizing the public or another system, our children would not have been recipients of an excellent education. I explain our decision for the sole purpose to indicate that we had the opportunity and the ability to make a choice.

There are many parents in Newport who do not have or are not given that opportunity of choice.

I ask you to support the efforts of the River Cities Academy so that all parents are offered a choice.

Sincerely,

Newport City Commissioner Ken Rechtin
Dear Board of Education Members,

I am writing in support of the River Cities Academy because I firmly believe in school choice for all students. As an educator of 45 years, with 41 years in public education, I realize that public school options can afford families and students opportunities for success that cannot always be realized in the existing public systems.

While some believe that charter schools are a threat to public education, I believe that the competition can actually improve all systems of education and can provide some students the alternative needed to become successful.

The dedicated team members, who have prepared the application for approval, have gone above and beyond in the endeavor to investigate and finalize a curriculum that provides a totally different approach to learning. The “Experiential Learning featuring the Case-Method” model, one that is supported with strong evidence from multiple well-designed and well-implemented experimental studies, will provide a truly differentiated approach for the learners.

I believe that this school option for the students of the expressed communities can co-exist harmoniously with the other public institutions and will greatly appeal to the parents who have children who are currently under-performing in the traditional school.

Happy parents leads to happy communities, and as a community member, I strongly believe that this educational opportunity could definitely help meet the needs of our wonderful community.

Thank you for your consideration.

Respectfully,

Ruth Mitchell
Educational Consultant
331 E. 4th Street
To the River Cities Academy Board:

Living in Newport for the last six years, and on and off for the last 15 years, I have grown to really love this community and location. As residents and local business owners, my husband and I love to be near the city in our historic and beautiful East Row neighborhood. Owning businesses in Newport, Bellevue, and Covington allows us to add to the community in experience and revenue for the cities.

As future parents, our main concerns have always been what to do when it comes time for sending our children to school. We have actively looked into moving to Fort Thomas, looked into sending our children to private schools, or looked into moving to Kenton County, all for reasons of having better schooling opportunities than those currently offered in our zip code. I know that we are not alone in this, as this is a hot topic of many friends, neighbors, and customers. Being a young family, we’re faced with the challenge of deciding whether to move or to send our children to schools that do not impress us.

Learning about River Cities Academy truly excites us! What if we can stay in our house and have a community driven, high expectation school in our city!? Sounds like a win-win. This forward-thinking group spearheading River Cities Academy is filling the need of schooling for those searching for alternatives to what we already have and providing huge incentives for residents to move here, and to be able to stay here.

RCA, by providing both high achieving and at-risk children access to education, will prepare them for a changing world. Schooling, in my opinion, should evolve, and with RCA’s differentiated learning approach, students will be supported and involved in real life experience in our community. Being a part of the community throughout their schooling will allow children to be invested at an earlier age and will be a lifestyle that can be celebrated.

Another standout difference that really spoke to me was the extended school day and year. By having students and staff working together for homework time, the child can be more present at home, taking the responsibility of “homework” away from the kitchen table, and have more time for family time. By truly splitting schoolwork and home time, a teacher can be more involved in the curriculum for school, and the home life can be more focused on the morals and value of the family at home. Choosing to learn in a charter school setting should and will already directly correlate with the family values but will allow each to have its time and place.

In closing, I am happy to write this letter of support for the River Cities Academy. We are excited to see RCA realized and look forward for all the great things that this school will bring to our community.

Sincerely,
Kate Moeves
Newport Independent School Board
Welcome Center
30 West 8th Street
Newport KY, 41071

Dear Board Members:

I am writing to support the foundation of River Cities Academy as a regional charter school based in Newport.

I spent ten years as a high school science teacher, including Holmes High School, Bellevue High School, Lloyd Memorial High School, Beechwood Independent Schools, and Hughes High School. In the course of these duties, I was an SBDM member, wrote and executed two school improvement plans, consulted on Kentucky physics teacher exam, and graded state assessment tests from 10 states.

In my experiences in this variety of places, it became clear to me that no one education model can serve the needs of all of our students, for a variety of reasons. As currently designed, a student who, for whatever reason, is not thriving in the local public school and whose parents do not have the money to send them to a private or catholic school has no place to turn to, particularly since the county schools are closing admission for tuition students due to overcrowding. There is a significant group of families who would benefit from an affordable alternative to catholic and private schools.

From an educational perspective, a charter school like the one proposed provides what could be an essential laboratory for exploring and developing new and better ways to educate, which all the surrounding schools could benefit from.

I see no downside and a very large potential upside to establishing the River Cities Academy as proposed, both for families in the region and for other schools in the region.

Please support the establishment of this school.

Sincerely,

Jon Ryker

127 W. 10th St.
Covington, KY 41011
Dear members of the Newport School Board,

I am an involved member of the community in Newport, have been an education professional for thirteen years, and I am a mother of two young children. I would like you to know of my strong support for the implementation of the River Cities Academy. Through my experience working with urban, public, charter, suburban, and private schools, I have come to know that children and families have a variety of different needs. As an employee of five different schools in three different cities, I have a deep understanding of how communities and their educational facilities function. I have found, through my experience, that a wide variety of school options and styles leads to the highest success rate for the largest number of children. The reason for this, in my opinion, is that there are a wide variety of learning styles, socioeconomic levels, and intelligence quotients in communities alike. Each school has its own vision, techniques, and ways to meet needs of different children. If more options are given to families, students have a much higher chance to succeed, given that they can research and find the school that is best fit for their needs.

I want to reiterate that I feel the opening of the River Cities Academy would benefit the Northern Kentucky area. Giving families more opportunity to find a suitable, educational fit for their children would only benefit the community. I am in support of the successful opening of this school and hope you will consider my opinions of value. Please feel free to contact me with any additional questions, thoughts, or concerns.

Sincerely,

Niki Youngquist
327 E. 4th St.
Newport, KY 41071
nicoleyoungquist@gmail.com
(480)363-9968
Newport Board of Education:

I am writing to show my support of the River Cities Academy charter school. I believe the River Cities Academy will provide a great learning community for children and I believe the school will benefit families of the Bellevue, Dayton, Newport, Ludlow, Covington and Ft. Thomas communities.

I am a current resident of Newport. I am also a teacher who has taught elementary school in several districts in the area including Norwood and Newport. I currently teach kindergarten part time at a private Montessori school in Newport. My husband and I are selling our home and moving to a suburb of Cincinnati in pursuit of a school district that will meet the needs of our school aged children. I have worked with Lynn Schaber and her team discussing the importance of educating the whole child. Their proposal of creating a rigorous, project based learning curriculum will help the students in the school to be college and career ready. River Cities Academy will not only provide an excellent education, but will provide a safe environment for some of the families who need it the most in our community by providing wholesome meals and having an extended school day.

Newport and the surrounding communities need more high quality school options. Please consider the River Cities Academy proposal. Their unique program has the potential to make a hugely positive impact to the education community in the local area.

Sincerely

Jennifer Dershem
513.310.9809
December 3, 2018

Newport Board of Education
Office of the Board of Education
30 W. 8th Street
Newport, KY 41071

To Whom It May Concern:

We are pleased to offer a letter of support for the River Cities Academy (RCA).

Partnership for Innovation in Education (PIE) is honored to play a role in helping RCA develop deeper learning curriculum connecting classroom learning with real world experiences. RCA is serving as a catalyst in Kentucky, as it builds an experiential curriculum from the ground up with invested educators, engaged business partners and community partners committed to providing transformational opportunities to Northern Kentucky's next generation of leaders.

As a member of RCA's team, we are the only nonprofit organization to develop K-12 curriculum using case-based learning pedagogies. RCA is tailoring its curriculum to offer relevant and “real world” learning opportunities proven to boost academic achievement, social emotional and career ready skillsets aligned to ACT critical thinking and cognitive pathways. It is an exciting opportunity to offer such transformational school choice options to the students of the River Cities.

Since 2013, PIE has been deploying the case-based learning method to School Districts across Ohio. Over the past five years, PIE has received over $3.3M by the Ohio Department of Education (ODE) to launch 45 programs connecting K-12 classrooms to emerging career pathways. In fact, the ODE issued its 2019-2024 Strategic Plan (EachChild=OurFuture), using Case Based Experiential Learning as its key deliverable.

RCA + PIE CaseLAB® programs would feature:

- Real world challenges with industry partners and mentors in emerging career pathways
- Students play role of decision makers, while educators serve as coaches and facilitators
- Cases are “solved” using dynamic process of exchanging information & defending points of view
- Problem narratives with embedded Content Standards, Career Simulations, Human Resource, Collaboration, Empathy Assessments and Team Member Evaluations
- Narratives with Character Building and Leadership Skillsets, with specific attention to reaching minority, women and students with disabilities
- Skills alignment for ACT and SAT educational testing in critical thinking, social-emotional, cognitive identification and reading comprehension skillsets
- Greater off-site teacher team coordination with online portal, instructor teaching materials and best practice training tools
- Talent identification & workforce pipeline connecting industry partners with middle and high school classrooms
- Enhanced qualitative and quantitative data analytics interpretation, chart development, statistics communication, documentation, and other data communication skillsets
Clearly, RCA would benefit from the program’s deployment with the Ohio Department of Education (ODE) where Case Based Learning (CBL) has played a key role in:

- Increasing unique and bold partnerships (Strategy 9)
- Transforming the high school experience so that students graduate with college credit, career technical training, or an industry-recognized credential or certificate (Strategy 10)
- Implementing a “Student Success Plan” using case-based approaches (Strategy 11)
- Improving Targeted Supports for delivering excellent instruction with Teaching Labs (Strategy 15).

**PIE Program’s Key Deliverables**

- Accelerated High School Graduation with Authentic Learning Accreditation
- Embedded Content Standards in Computer Science, Engineering, Aerospace
- Emerging Career Pathway Coursework with Accredited Mentors
- Industry Certification with Drone, Robotics, Aviation, Multi Media Programming
- Cutting Edge Industry Capstone Projects with Embedded Curriculum
- Growth Mindset Featuring On-Site Career Exploration, Leadership Skillsets
- Entrepreneurship, Empathy and Design Thinking Classroom Tools
- College and Career Tech Accreditation with Fortune 500 Partners
- Job Placement, Paid Internships, Industry Shadowing
- Access to Scholarships, On-Campus and Off-Site Learning Programs

PIE welcomes the opportunity to introduce our work to Kentucky’s legislators, community leaders and business executives interested in supporting Kentucky's key priorities for great schools featuring a) equity in education, b) college and career readiness, and c) entrepreneurship.

We look forward to playing a role with RCA and extending its impact among the students of Northern Kentucky and the region's stakeholders.

Best,

*Mary Welsh Schlueter*

Mary Welsh Schlueter
Attachment 10 School Leadership Team

The founders of RCA are local parents committed to public education and school choice. The school leadership team will initially consist of the Core Team three external consultants and the school principal and dean of students. The Core Team is comprised of seven upstanding citizens from Northern Kentucky, all with children, five with school-age children attending school in the region. The collective group is impressive, amassing 12 Post-Secondary degrees across four different disciplines, five states and two countries. All seven have substantial experience with volunteerism and have dedicated significant time and energy to design a school set to succeed in Northern Kentucky. The specifics behind each individual is as follows:

1. **Ian Maloney**: 31 West 8th Street, Newport, KY. Mr. Maloney holds two master’s degrees – one Master’s of Science in Criminal Justice from the University of Cincinnati and one Master of Accountancy from Northern Kentucky University. After over six years working as a social worker focused on substance use assessments and disorders, Mr Maloney made a career switch and is now a CPA and Advisor at Blue & Co in Cincinnati, Ohio. He has held numerous volunteer Board and Committee positions and has one child who is currently a toddler.

2. **Evelyn Pence**: 639 Monroe Ave, Newport, KY, 41071. Mrs. Pence has a Master of Fine Arts in Medical & Biological Illustration from the University of Michigan and is a professional medical illustrator. She owns her own business and has maintained a strong client base since opening her studio in 2003. Mrs. Pence is the mother of two school-age children.

3. **Lynn Schaber**: 328 Park Ave, Newport, KY. Mrs. Schaber holds her MBA in Finance from the Schulich School of Business at York University in Toronto, Canada. After 25 years in the corporate world with Procter & Gamble and Kao, she retired to spend more time at home and focus on her family. She is very involved with volunteer work in the community and in 2015 Mrs. Schaber received the “Volunteer of the Year” award from the Newport Business Association. She has one school-age child.

4. **Sarah Strauss**: 196 Clover Ridge, Fort Thomas, KY, 41075. Mrs. Strauss has her BA from Skidmore College in Saratoga Springs NY. After graduation Sarah spent ten years developing an expertise in the financial industry and now has her own business (Upside Solutions LLC) - a consulting agency for financial institutions. Sarah is a Mom of two school-age children and holds various volunteer positions in the community.

5. **Sabrina Tinkler**: 324 Park Ave, Newport, KY. Mrs. Tinkler holds her Bachelor of Science in Management from the University of South Florida. She has 22 years of experience in the Banking industry where she has been focused in the areas of learning/skill development and more recently relocation with Fifth Third Bancorp in Cincinnati Ohio. She is the mother of two school age children.

6. **Jeff Weghorst**: 709 Overton St, Newport, KY. Mr. Weghorst is a graduate of the University of Notre Dame and holds an MBA from Miami University (Ohio). With over
22 years of experience in the field of retail analytics, ranging from price/promotion optimization to product assortment evaluation, Mr. Weghorst is an expert in the field, leading teams at both ACNielsen and 84.51° (A Division of Kroger). In addition, he is very involved in community, recently leading a sub-team on education as part of an overall city initiative called ReNewport. He has three school-age children.

7. **Jillian Stashak**: Ms. Stashak is a homeschool curriculum Advisor, and RCA Board Member. Ms. Stashak holds a bachelor’s degree in human development and family studies from Colorado State, with endorsement in early childhood education programming. She holds Early Childhood Teaching Certificates in both Colorado and Florida. Ms. Stashak has extensive experience in direct instruction, project-based learning, and designing and leading lesson plans. She has supervised and mentored school support teams including assistants, practicum students, college interns and student teachers.

Additional External Members Include:

1. **Mary Welsh Schlueter**: Ms. Welsh serves as the Founder and Chief Executive Officer of the Partnership for Innovation in Education (PIE). The 501(c)3 tax exempt nonprofit organization is headquartered in Cincinnati, OH and provides new transformational learning programs allowing students to excel in the 21st century workforce. Ms. Schlueter has developed partnerships that a) catalyze regional economic growth, b) provide income opportunity c) heighten academic achievement, d) bridge K-12 technology gaps, and e) offer digital career assessment tools using emerging career pathway talent pipelines. Schlueter began her career directing economic growth policies in State, Federal and international governments, and she later served as a marketing and technology executive for Fortune 500 corporations. After having four small children, Schlueter became a University business school faculty member, and she launched a digital consulting firm. As an alumna of Harvard Business School, recipient of the prestigious U.S. Fulbright Fellowship, and as an elite member of the FBI Citizens Academy, Mary has lead initiatives featuring the parallel deployment of analytical, critical thinking and social-emotional workforce readiness skills in partnership with the education, arts and business sectors.

2. **Yvonne Adkins**: Ms. Adkins is the owner and chief consultant of Adkins & Company. Ms. Adkins is a board governance and operational expert with over 18 years of experience working with governing boards. She has extensive experience helping founding teams develop and open charter schools. Adkins & Company consultants have worked with over 100 boards in multiple states to develop and maintain effective governance and operational practices. Knowing that effective governance and compliance practices are critical to a school’s performance, Adkins works with founding teams from the onset to provide expertise and access to vendors and service providers in all different operational and educational service areas needed to operate a charter school.
Upon Hire – Internal School Leadership will Include:

3. **The School Principal** (Anticipated hire date is October 1, 2019 – as outlined in the Opening Startup Tasks);

4. **The Dean of Academics** (Anticipated hire date is April 6, 2020 as outlined in the Opening Startup Tasks); and

5. **Lead Teacher** (Anticipated hire date is April 6, 2020 as outlined in the Opening Startup Tasks).

Credentials/Qualifications for the abovementioned RCA staff members is outlined in **Attachment 12 – Job Descriptions**. Also, the RCA Leadership Team will follow the recruitment/hiring processes that are outlined in **Attachment 19 – River Cities Employee Handbook**.

**Founding Principal Job Posting**

**River Cities Academy Founding Principal Overview**

River Cities Academy (RCA) believes that all children have both the desire and ability to learn at a high level. We believe that a school filled with a highly diverse population, mirroring the community, results in a powerful learning environment for all scholars, teachers and managers of the school. We trust that experiential learning featuring the case method combined with teacher governance provides the best environment for learners to meet our high expectations. We have a strong sense of community and are committed to co-exist in a complementary manner with the other public education institutions, thereby increasing the availability of accessible education options in Northern Kentucky. The enthusiasm we have for our learning environment is exceeded only by the enthusiasm we have for the bright future of our scholars. The Founding Principal is the most critical, important leadership position at RCA. Equal parts instructional visionary, strategic mastermind, data-driven decision-maker, people developer, and community builder, the Principal stands at the center of the highest-leverage unit of change in a child’s life: the school.

The Founding Principal will collaborate with key stakeholders, staff, the RCA board of directors, and the community to fulfill the RCA mission statement:

“To realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character.”

The Founding Principal at River Cities Academy (RCA) will be charged with designing, creating, and launching Northern Kentucky’s first charter elementary school.

**Pre-Opening**

The Founding Elementary Principal will prepare the school to launch by:

- Designing RCA’s elementary school model, with the case approach featured as a key component of our experiential learning curriculum
• Researching and designing the rigorous, Common-Core aligned curriculum
• Crafting expansive culture systems that will teach our students critical social-emotional skills
• Working with the operations team to ensure the school facility is gleaming and ready to welcome scholars on day one of school
• Recruiting and hiring RCA’s founding team of empowered teachers and leaders
• Engaging with prospective families to inspire them to enroll founding scholars in the school
• Engaging with community leaders and partners to build excitement, investment, and momentum in RCA and RCA’s mission
• Leading the thinking of local organizations and the community to develop relevant and engaging case studies

Post-Opening
The Founding Principal will drive instruction, create a culture of academic ownership, empower teachers, and manage the school’s growth by:

• Setting high expectations for student growth and achievement
• Fostering a school-wide culture in which students love learning, are obsessed with reading, think critically, and take ownership over their own academic progress and inquiry
• Building strong relationships with families, students, and staff to ensure collective investment in instructional priorities, initiatives, and expectations
• Owning all aspects of leading, inspiring, managing, and developing a staff of approximately 15 dynamic, driven, and diverse individuals
• Overseeing the growth of the school (facilities as well as the academic and extracurricular program) as it expands to full growth over four years (from K-5 to K-8)

Who You Are
Our Founding Principal has an unwavering belief that our students can achieve at an exceptionally high level. Beyond that, you are deeply convicted by RCA’s mission and values. You have a proven track record of leading innovation, inspiring teachers and delivering results. As an experienced school leader, you understand the importance of, and are committed to, engaging the local community and developing your people.

RCA Contact Information
RiverCitiesAcademy@Gmail.com or Jeff Weghorst at 859-391-5450. More info about RCA: RiverCitiesAcademy.org
**Principal.** The school Principal serves as the educational leader and chief administrator, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The Principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school. Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. In collaboration with the Deans, the Principal is expected to build and maintain a healthy student and adult learning community. The Principal will be accountable directly to the Board.

**Job Description and Performance Expectations**

- Provides thorough and explicit oversight and development to the staff.
- Ensures the established policies and procedures are in place and enforced equitably for all participants of the school including students, staff and leadership.
- Provides effective guidance, support, coaching, assistance and supervision to all members of the leadership team.
- Conducts evaluations for staff and leaders and earns and maintains teacher evaluation credentials.
- Stays well knowledgeable of all polices, laws and mandates as imposed by the handbooks, State of Kentucky and Department of Education and sees they are fully implemented and communicated effectively within the school building.
- Supervises all school personnel directly or indirectly.
- Serves as the chief administrator of the school in developing, implementing and communicating policies, projects, programs, curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.
- Conceptualizes goals and plans accordingly to ensure that procedure and schedules are implemented to carry out the total school program.
- Ensures the school program in its entirety is compatible with the legal, financial and organizational structure of the school system.
- Defines responsibilities and accountability of all staff and support staff and develop plans for interpreting the school program to all constituents.
- Identifies objectives for the instructional, extracurricular and athletic programs of the
• Supervises and evaluate student and staff performance and progress in the instructional program
• Maintains healthy relationships with staff, students, and parents
• Complies with established lines of authority
• Encourages the use of community resources, cooperate with the community, interpret the school program for the community and maintain communication with community members
• Manages, directs and maintains records of supplies and equipment necessary to carry out the daily school routines
• Organizes, oversees and provides support to various services, supplies, materials, and equipment necessary to carry out the school program
• Assumes responsibility for the health, safety, and welfare of students, employees and visitors.
• Completes in a timely fashion all records and reports as requested
• Maintains accurate attendance records and effectively implements the attendance policy with regards requirements set forth by Board policies and state law.
• Establishes schedules and procedures for the supervision of students in non-classroom areas
• Maintains and account for all student activity funds and money collected from Students and functions in compliance with the determined Fiscal Officer polices
• Establishes procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
• Protects confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
• Provides bi-weekly progress reports to families and quarterly report cards
• Enforces student and staff uniform policy and appearance policy so as to assure a school environment that is focused
• Manages the school staff and leaders effectively
• Encourages the staff and leaders to contribute their best efforts to the school’s success
• Effectively supervises support staff including Special Education staff, specials staff, office staff, janitorial staff, food vendor staff, grounds staff, counseling staff, therapeutic staff, and other vendor staff immediately responsible for the care and management of students, facility, operations and grounds.
• Designs, implements and revises systems to maintain a safe and orderly building in every aspect of the school program before, during and after
• Maintains a healthy working environment for all staff
• Produces a school designation of C or higher

Dean of Students (DS). The DS manages and oversees the execution of all facets of operations needed for the delivery of academic programs and curricula at RCA. It is a key position that reports directly to the Principal with ultimate responsibility for ensuring all campus academic and operational goals are accomplished with the aim of delivering quality learning experience for students. The position has direct oversight of two functions that provide the infrastructure needed for effective academic and operations, namely: Academic Services and Advising; and Operations/Vendor Relations. The core performance goal for the DS is to ensure effective delivery of academic program and curricula through the optimum utilization of the campus teaching and learning resources and infrastructure. The DS will have operational oversight for the Guidance Counselor and Nutrition Team at the school within a direct reporting relationship. The DS is expected to act in the absence of the Principal. The DS has management of relationships and processes with external vendors.

Requirements:
• Bachelor’s degree
• Kentucky Teaching License/Certification
• A minimum of 2 years of related work experience preferably in student services, facilities, finance or administration
• Preferred: At least 2 years spent in a supervisory/leadership role demonstrating progressive responsibility
• Experience in a role requiring oversight of a school system
• Superior problem solving and planning skills
• A high degree of computer literacy
• Current knowledge of industry practices, trends and issues
• Experience in budget planning and implementation
• Highly developed organizational, communication and presentation skills
• Strong management or leadership skills
• Superior interpersonal skills as demonstrated by the ability to form professional relationships at all levels the organization and with appropriate external vendors

Office Manager (OM). Reporting directly to Principal, the Office Manager coordinates various office support services, including vendors and facilities management, SIS upkeep, and attendance records. Administrative duties include filing, drafting letters and emails, entering attendance, scanning breakfast and lunch barcodes, ordering supplies and student
enrollment. The OM will also assist other staff in work overflow, word processing, data entry, creating reports, and internet research.

Responsibilities include:

- Fields phone calls and other communications from parents, social services, vendors, and other stakeholders.
- Assists with the maintenance of all office equipment, including fax machines, copiers, printers, and phones.
- Oversees all building supplies, which could include receiving shipments and taking inventory.
- Maintains accurate and complete student files in hard copy and electronic form, while adhering to the FERPA and Kentucky Department of Education Laws.
- Assists in funding database reporting and Student Information System (SIS)
- Maintains accurate Transportation and Food Service logs.
- Communicates with other schools regarding the timely receipt of all student records, as well as admissions and withdrawals.
- Supports Principal and building level leaders.
- Attends scheduled meetings, professional developments, and trainings as required.
- Completes any other tasks as assigned by the Principals to ensure the success of the school

**Administrative Assistant (AA).** The AA will report directly to the Principal and is primarily responsible for handling all clerical tasks in a school’s office. The administrative assistant answer phones, file records, and greet visitors. They also read and respond to mail and email from parents, students, school board members, teachers, and others. In addition, school administrative assistants record student attendance, and handle student or teacher requests.

Responsibilities include:

- Providing excellent administrative services to all sectors of the school community regardless of race, sex, background or age
- Performing receptionist duties throughout the school day – acting as the first point of reference for receiving callers, greeting children, parents, visitors and telephone enquiries
- Maintaining notice to boards, updates to timetables, and sort/distribute mail
- Provides general confidential secretarial service to the Principal to include word processing, correspondence, reports, references, mail, appointments
and meetings, maintaining general and confidential filing systems, and providing hospitality as required

- Checking goods, returning unwanted items, arranging repairs/services to the building
- Raising orders as required, including processes and data entry of such into the school’s financial system
- Assisting with paperless methods of communication by sending out emails and posting the newsletter onto the website, photocopying and sending out
- Collecting, recording and bank reconciling all income in relation to school meal accounts, and liaison with parents regarding advance payments and sending reminders for arrears according to school policy
- Monitors school registers on a daily basis, call families where children are absent and send absence/lateness letters to parents with support from the Office Manager

**Teachers.** The Teacher is responsible for guiding, instructing, inspiring, and assessing students within the School’s model with attention given to each student’s individual learning style and academic goals. The Teacher is also responsible for learning about student interests and designing long-term projects in accordance with the Case Method that will be motivating and stimulating for their unique classroom. All lessons and long-term projects are developmentally appropriate and mindfully designed using social constructivist approaches and methodologies. Lessons and Case studies incorporate the State of Kentucky and National Standards while enabling a child to construct his or her own knowledge within a joyful and engaging environment. The Teacher is responsible for encouraging students to inquire, discover, and reflect. The Teacher will model skills of a lifelong learner as they initiate continuing education and collaboration with the School’s greater educational team. In many respects, the Teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success and empowerment of his/her students. The Teacher is responsible for acting with autonomy to continuously improve achievement results.

**Responsibilities include:**

- Models the mission and philosophy of the school.
- Provides a safe and inviting environment for learning that is team-oriented, student-centered, and aligned with School academic goals and specified objectives.
- Demonstrates leadership and innovation through participation in Case Method project design, working with community members, teaching teams, and administrative staff to plan long-term projects that focus on the development of critical thinking skills and real-world problem solving.
• Participates in Backwards Design while developing Case studies and lessons to ensure classroom activities support high achievement of State and National standards.

• Completes regular observations and assessments for each of his/her students and uses this as the basis to determine the individual short-term and long-term needs of each student.

• Tracks and evaluates student progress through documentation

• Works with special education teacher and support staff to develop Individual Education Plans (IEPs) when necessary, and tracks student progress specific to the goals outlined in their IEP.

• Provides positive support for all students within the classroom and models an inclusive attitude.

• Empowers students to view themselves as capable and competent contributors to their own learning experience, and holds all students to high standards of achievement

• Holds students accountable for active participation in the learning process and teaches them to take responsibility for their successes and failures

• Models failure as a normal and valuable part of learning and teaches students to reflect on and learn from their mistakes

• Appropriately enforces the School’s Code of Conduct

• Promotes the use of multiple methods in solving problems, identifying more efficient strategies and generalizing principles to a broad variety of applications.

• Provides direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.

• Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and School policies and procedures.

• Collaborates with colleagues to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with the goals of the School.

• Participates in professional development to support the needs of students and to maintain appropriate certification or credentials based on position.

• Accepts and incorporates feedback and coaching from administrative staff.

• Develops relationships with parents that encourage open communication and a shared commitment to student success.
• Performs other duties, as deemed appropriate, by the principal.

Qualifications:

• BA/BS degree or graduate degree
• Certification/licensure in appropriate teaching area
• Teaching experience and positive work history in public or private school
• Exceptional interpersonal, communication and presentation skills
• Demonstrated ability to and experience in engaging the interest of school-age children
• Demonstrated ability to work well with parents
• Demonstrated ability to work effectively as a team member and acts as a leader amongst teaching peers
• Effective organizational skills with the ability to perform multiple tasks
• Proven effective classroom instructional and management skills
• Experience in and passion for creative lesson-planning and innovative teaching practices
• Experience with and flexibility in various assessment strategies
• Knowledge of and passion for constructivist methodologies and whole-child education
• Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels
• An unwavering belief that students can achieve at an exceptionally high level
• Willingness to go above and beyond to support students in achieving academic goals
• Willingness to participate in ongoing documentation and reflection
• Willingness to be held accountable for student results
• Demonstrates a commitment to continued personal and professional growth, and a commitment to model curiosity and a passion for lifelong learning
• Self-motivated and confident in informed decision-making
• Proficiency in the use of technology

Special Education Teacher. The Special Education Teacher is responsible for coaching, motivating, instructing, and advocating for students with disabilities, and those requiring Special Education within the school’s model, with attention given to each student’s Individual Education Plan (IEP). The Special Education Teacher will collaborate with general
education teachers and support staff to ensure that each student’s needs outlined in their IEP are being met and that the student is progressing. All lessons are aligned to state standards and are taught by the student’s teacher with the Special Education Teacher acting in a support role. The Special Education Teacher will work directly with the school’s administrators to ensure that all Special Education paperwork and reporting requirements are in compliance with federal, state, and local regulations.

Responsibilities include:

- Creates and maintains a high quality learning environment with respect to the academic needs of the child
- Works with students to ensure mastery of all material delivered
- Develops and implements classroom management strategies that respect the needs and development of the students and that ensures a positive, harmonious learning environment
- Maintains professional behavior which is appropriate in the field of education and supports the school
- Assists the Principal with building-wide expectations and revising school curriculum
- Supports and works to create and maintain a classroom that is organized and focused on student achievement
- Completes all plans in a timely manner as prescribed by the Principal
- Delivers instruction that is student centered and is aligned with school curriculum
- Supports the school parental involvement policies
- Participates in all professional development activities
- Prepares students to achieve on state standardized tests
- Prepares students to achieve on all internal academic assessments
- Participates in weekly team meetings
- Implements teaching practices consistent with the school’s vision and philosophy
- Helps with supervision according to the needs of the school
- Reads, understands, and implements IEPs for SWD
- Remain abreast of and monitor legal issues and requirements as they pertain to Special Education and related services
- Creates detailed weekly lesson plans for each small group and submit to instructional leaders
• Works with the Principal to create rigorous intervention schedules
• Provides rigorous direct instruction for small groups using school expectations, modified for the student(s) needs and strengths
• Collects academic work samples that show progress on IEP goals/objectives
• Collects behavioral data that shows progress on IEP goals/objectives
• Collects functional behavioral data for FBAs, as directed by the Principals
• Writes and facilitate FBA and BIP documents/meetings.
• Writes narrative IEP progress reports that show growth through data points.
• Submits draft IEPs one week prior to first scheduled IEP meeting, revise/resubmit as necessary.
• Schedules and facilitate IEP meetings that include participation from the entire IEP team.
• Consults with general education teachers regarding students with disabilities
• Provides inclusion services to SWD in the general education environment, including but not limited to team teaching, pull aside, strategic support, and small group testing.
• Provides testing accommodations to SWD on caseload as required by their IEP. Modify student work, as required by the IEP, for students in the general education environment.
• Assists in providing behavior remediation for SWD, in conjunction with the School Climate Coordinator
• Works with building leaders to track suspensions for SWD, and proceed with manifestation procedures in conjunction with the Principal
• Completes any other duty deemed necessary by the Principal for the success of the School

**Physical Education Teacher.** The Physical Education Teacher is responsible for creating a classroom environment that fosters, promotes and develops an understanding of the relationship between healthy body function, nutrition, and exercise; that motivates each student to cultivate physical fitness and appropriate social and emotional adjustment; that discovers and develops talents of students in physical achievement; and that develops strength, skill, agility, poise, and coordination in individual, dual and team physical activities and sports, in accordance with each student’s ability. Lessons align with State and National standards for physical education, and the Physical Education Teacher will work creatively with general education teachers to support the achievement of general education standards through movement exercises (i.e. representing mathematical equations with gross motor movement;
demonstrating the comprehension of a story with actions; exploring culture through historical
dance; etc.)

Responsibilities include:

- Teaches knowledge and skills in physical fitness, health education, nutrition, and
  individual, dual or team sports, utilizing curriculum designated by the school and
  other appropriate learning activities
- Uses State and National standards as a guide for lesson planning and assesses
  student achievement in accordance with these standards
- Works cooperatively with general education teachers to advise strategies for
  incorporating physical activity into cross-disciplinary lesson planning
- Analyzes, demonstrates, and explains basic skills, knowledge and strategies of formal
  sports, games, rhythms, and fundamentals of body movement
- Develops lesson plans and supplementary materials for individualized and small
  group instruction in order to adapt the curriculum to the needs of each student and
  subgroups of students
- Establishes and maintains standards of student behavior to provide an orderly,
  productive environment in the physical education areas
- Provides appropriate safety instruction and makes safety checks on equipment and
  field areas to ensure the overall safety of students
- Maintains progress monitoring reports, attendance and behavioral records, academic
  grades, and other student records as required by state regulatory guidelines and
  School policies and procedures.
- Maintains control of storage and use of School property
- Evaluates each student’s growth in physical skills, knowledge and contribution in
  team sports and communicates with parents and teachers on student progress
- Supervises students in out of classroom activities during the assigned working day
- Administers testing in accordance with state testing practices
- Models nondiscriminatory practices in all activities
- Performs other duties, as deemed appropriate, by the principal.

Qualifications:

- Bachelor’s degree in Physical Education or a related field
- Certification/licensure in appropriate teaching area
- Positive work history
• Experience in and passion for creative lesson planning, with a focus on empowering students through purposeful and confident movement and incorporating movement exercises into general education lessons
• Possess ability to communicate effectively verbally and in writing
• Possess the ability to establish and maintain effective working relationships with students, staff, parents, and the community
• Willingness to go above and beyond to support students in achieving goals
• Willingness to participate in ongoing documentation and reflection
• Willingness to be held accountable for student results
• Demonstrates a commitment to continued personal and professional growth, and a commitment to model healthy habits and lifelong movement
• Self-motivated and confident in informed decision-making
• Proficiency in the use of technology

Spanish Teacher. The Spanish Teacher is responsible for facilitating the development of strong Spanish language comprehension and speaking skills with a near-native pronunciation; developing ease and confidence with reading and writing skills; encouraging students’ integration of language learning across their daily academic experience; and introducing students to the joys and beauty of language learning. Lessons align with State and National standards for second language acquisition.

Responsibilities include:

• Teaches Spanish language comprehension, speaking skills, reading and writing skills, and cultural knowledge and celebration.
• Regularly assesses student progress and communicates said progress with parents and teachers
• Conveys enthusiasm and excitement for language acquisition and instills a desire to learn Spanish
• Selects appropriate books and instructional aides to enhance learning and requisitions materials and supplies as necessary
• Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and School policies and procedures.
• Collaborates with general education teachers to incorporate Spanish language acquisition into cross-disciplinary lesson plans
• Participates in professional development to support the needs of students and to maintain appropriate certification or credentials based on position.
Accepts and incorporates feedback and coaching from administrative staff.
Performs other duties, as deemed appropriate, by the principal.

Qualifications:

- Bachelor’s Degree in Spanish Education or similar
- Certification/licensure in appropriate teaching area
- Be fluent in, and have a strong knowledge of, Spanish grammar and vocabulary
- Have training in second language instruction
- Positive work history
- Experience in and passion for creative lesson planning
- Possesses ability to communicate effectively verbally and in writing in both English and Spanish
- Possesses the ability to establish and maintain effective working relationships with students, staff, parents, and the community
- Willingness to go above and beyond to support students in achieving academic goals
- Willingness to participate in ongoing documentation and reflection
- Willingness to be held accountable for student results
- Demonstrates a commitment to continued personal and professional growth, and a commitment to model curiosity and a passion for lifelong learning
- Self-motivated and confident in informed decision-making
- Proficiency in the use of technology

Overall. A teacher is the single most important factor in shaping a student’s academic life. RCA teachers will possess a philosophy that 100% of our students will attend and graduate from a four-year college and/or university and/or technical education institution. Teachers also need to care about the lives of their students outside of the classroom and build healthy personal relationships with their students. RCA will be successful due to a “does whatever it takes” attitude and assurance from teachers.

Special Education or Teachers Aid. Teacher Aides and Special Education Aids assist the Special Education Teachers and Teachers in the instructional process, reinforcing instruction to individual or small groups of students in a classroom environment. Assist in the preparation of instructional materials and implementation of lesson plans and provide routine support. Assist students with academic and/or physical needs in order for students to access the educational environment.
Responsibilities include:

- Works directly, under supervision, on tasks, which are of a routine non-instructional nature. The purpose of hiring these individuals is to free teachers from routine duties to do a better job of teaching. The teacher remains the diagnostician for learning, the manager of learning experiences, and the decision maker in learning situations. Aides can assist in many nonprofessional activities, including relieving professional personnel of their responsibilities for the instructional program.

- Assists the classroom teacher in arranging the learning environment, including assembling and putting materials on bulletin boards and/or other classroom learning displays and in keeping such displays current.

- Under supervision of certificated teacher, prepares for classroom activities by distributing and collecting papers and other instructional materials for classroom instruction.

- Assists students in completing classroom assignments, homework and projects. Assure student understanding of classroom rules and procedures and assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance.

- Reads to students, listen to students read and observe students reading abilities as assigned. Assist students with letter and word pronunciation and recognition. Assist students with math, spelling and writing exercises and assignments.

- Assists assigned teacher with the implementation of lesson plans. Administer various tests as directed. Prepare mandated reports and documentation as required.

- Tutors individual or small groups of students, reinforcing instruction as directed by the teacher. Monitor and oversee student drills, practice and assignments in various subjects. Confer with the teacher concerning lesson plans and materials to meet student needs and assist with the implementation of lesson plans.

Classroom Management Responsibilities:

- Performs a variety of clerical duties in support of classroom activities, such as preparing, typing, copying and filing instructional materials. Grade student tests and assignments, recording of grades and attendance, lunch reports and maintaining student records and files as assigned.

- Operates and cares for instructional equipment and materials as assigned by the teacher. This includes preparing the room for the activity, obtaining the required material and equipment, operation of the equipment and the return of all materials and equipment to storage.

- Assists the certificated teacher with the supervision of students during non-instructional times, such as emergency drills, assemblies, cafeteria, restrooms, field trips, hallways, playground and bus loading / unloading activities.
• Assists students with clothing, wash-up and toilet routines, including diapering if necessary.
• Assists with lunch, snacks and other clean-up duties, as assigned.
• Assures the health and safety of students by following established practices and procedures and maintain the learning environment in a safe, orderly and clean manner.
• Observes and controls behavior of students in the classroom according to approved procedures, monitor students during outdoor activities as directed, become familiar with student IEP goals and report progress regarding student performance and behavior to supervising teacher.

Qualifications
• High school diploma or GED required
• Associate’s degree in education or related field preferred
• Certification in child first aid and CPR
• At least one year of relevant experience in an educational or childcare setting
• Exemplary written and spoken communication skills
• Strong collaboration skills; able to work well with a team
• Effective multitasker; can prioritize tasks based on importance and deadlines
• Must pass background check and drug test before starting employment

Guidance Counselor. The Guidance Counselor will utilize outstanding assessment and listening skills to help students to attain their academic and career goals. Top candidates will display natural leadership qualities with remarkable problem-solving and conflict resolution skills.

Responsibilities include:
• Conducts individual and group counseling sessions to advise and assist students with academic and vocational development.
• Evaluates students’ attributes and assist them in realizing their objectives.
• Develops and implement counseling strategies with contemporary methods of mentoring.
• Identifies behavioral problems and act appropriately to remedy the situation.
• Pays attention to societal and cultural differences in all student matters.
• Assesses the development of students and highlight the sense of accomplishment.
• Completes evaluations, analyze results and provide purposeful feedback.
• Cooperates with parents, academic staff and external partners.
• Arranges and schedule orientation programs and internships.
• Advertises facilities and study programs to potential students.
• Implements and facilitates educational and training workshops for academic staff.

Qualifications:
• Bachelor’s degree in Counseling or related (essential).
• Two years of work experience as a counselor in an academic environment.
• Analytical thinker with strong problem-solving and conflict-resolution skills.
• Motivational leader who displays sound judgment and attention to detail.
• Detail-oriented with excellent time-management skills.
• Confident interpersonal, verbal and written communication skills.
• Perceptive intuition and decision-making skills.
• Remarkable professionalism and solid work ethic.
• Intermediate IT skills.

**Nutrition Team Member.** The school nutritionists will support the RCA food service program by preparing and serving food, maintaining the kitchen, receiving payment for meals, and/or delivering food throughout the district.

Responsibilities include:
• Prepares food according to planned menus, using approved school recipes and safe food handling procedures.
• Serves food to students, teachers, staff, and community.
• Cleans and maintains a safe and sanitary kitchen.
• Fosters a team environment by assisting coworkers with scheduled work demands.
• Labels and prepares food for storage.
• Maintains and cares for kitchen equipment.
• Communicates and interacts positively with students, teachers, staff, parents, and community.
• Operates cash register, computer, and/or utilize roster system.
• Performs other duties as assigned.
• Operating knowledge of mixer, dishwasher, slicer, computer, and calculator preferred at hire;
• Operating knowledge of and experience with personal computers and peripherals preferred.

Qualifications:
• High school diploma or equivalent.
• Experience with food services and/or school nutrition programs preferred.
• Oral and written communication skills.
• English language skills.
• Basic math skills.
• Mathematical skills including basic calculations and application of math concepts.
• Personal computer and keyboarding skills.
• Customer service and public relations skills and professionalism.
• Critical thinking and problem solving skills.
• Knowledge of nutrition services.
• Knowledge of child nutrition and Health Department guidelines preferred.
• Ability to maintain confidentiality in all aspects of the job.
• Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions and respond to management direction.
• Ability to work with students with diverse backgrounds and abilities.
• Ability to promote and follow Board of Education policies and building and department procedures.
• Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

Music Teacher. The Music Teacher is responsible for facilitating the development of musical knowledge, appreciation, and enjoyment, for planning and executing the performance of several music programs per year, and for discovering and developing talents of students in the field of music. Music lessons align with State and National standards for music education, and the Music Teacher will work creatively with general education teachers to support the achievement of math and literacy standards through musical exercises (i.e., learning to identify mathematical patterns through exploration of rhythm; developing phonemic awareness by learning to distinguish between similar tones; encouraging critical thinking and information processing skills by learning to read simple musical notes).

Responsibilities
• Teaches the fundamental principles of music and musicianship skills, such as music theory and basic notation, music understanding/appreciation, harmony, explorations in musical instruments, and choral music
• Conveys enthusiasm and excitement for music and instills a desire to learn musical skills
• Selects appropriate music, books and instructional aides to enhance learning and requisitions musical instruments and instructional supplies as necessary.
• Provides individual and small group instruction in order to adapt the music curriculum to the needs of each student. Encourages students to develop individual musical skills to the greatest extent possible.
• Regularly assesses student progress and communicates said progress with parents and teachers
• Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and School policies and procedures.
• Collaborates with general education teachers to incorporate musical exercises into cross-disciplinary lesson plans
• Studies research on and applies strategies for using music education to encourage mathematical and literary achievement, and for developing critical thinking and information-processing skills
• Cooperates with School Principal, Dean of Academics & Operations, and teaching staff to provide musical programs for school assemblies, open houses, parent meetings and seasonal programs as necessary
• Maintains care/responsibility for school-owned music, musical instruments and equipment to prevent loss or abuse. Makes minor adjustments and requests repairs to instruments as required
• Participates in professional development to support the needs of students and to maintain appropriate certification or credentials based on position.
• Accepts and incorporates feedback and coaching from administrative staff.
• Performs other duties, as deemed appropriate, by the principal.

Qualifications
• Bachelor’s Degree in Music Education or similar
• Certification/licensure in appropriate teaching area
• Possesses ability to read music and play at least one musical instrument with excellent proficiency
• Strong background in musical theory and musicianship
• Ability to play and teach simple instruments, such as xylophones, drums, and recorders
• Positive work history
• Experience in and passion for creative lesson planning
• Possesses ability to communicate effectively verbally and in writing, with a specific ability to describe music experiences as meaningful contributions to academic and neurological development
• Possesses the ability to establish and maintain effective working relationships with students, staff, parents, and the community
• Willingness to go above and beyond to support students in achieving academic goals
• Willingness to participate in ongoing documentation and reflection
• Willingness to be held accountable for student results
• Demonstrates a commitment to continued personal and professional growth, and a commitment to model curiosity and a passion for lifelong learning
• Self-motivated and confident in informed decision-making
• Proficiency in the use of technology

Art Teacher. The Art Teacher is responsible for developing an interest in and the ability for creative expression in visual terms; using skills and techniques of artistic expression consistent with school guidelines; for developing aesthetic understandings and appreciations; and for discovering and developing talents of students in the fields of art. The Art Teacher is also responsible for encouraging students to explore art as a process through which knowledge is built, as an avenue for problem-solving, and as a language for representing learning in a myriad of ways. Art lessons align with State and National standards for art education. In addition, the Art Teacher will work creatively with general education teachers to support the achievement of other State and National standards through the development of long-term projects and documentation that incorporate the arts as a way to explore and express meaning. The Art Teacher is responsible for assisting in the development of aesthetically pleasing and innovative classroom and community exhibits that demonstrate the vision and achievements of RCA.

Responsibilities
• Teaches knowledge and skills in art, including but not limited to drawing, painting, lettering, sculpting, and art history
• Provides instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
• Demonstrates techniques in activities such as drawing and painting, but develop projects that are open-ended and creative in nature
• Encourages divergent thinking through art activities, and clearly distinguish between the construction of step-by-step crafting and the creation of original artistic pieces.
• Encourages students to use art techniques and medias as a reflective and expressive process that reflects their knowledge, understanding, and unique ideas
• Conveys enthusiasm and excitement for art and instill a desire to learn artistic skills
• Selects appropriate materials, books and equipment to enhance learning and requisitions supplies as necessary.
• Provides individual and small group instruction in order to adapt the art curriculum to the needs of each student. Encourages students to develop individual artistic skills to the greatest extent possible.
• Regularly assesses student progress and communicates said progress with parents and teachers
• Maintains progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and School policies and procedures.
• Collaborates with general education teachers to incorporate the arts into cross-disciplinary lesson plans with a special focus on using artistic techniques to creatively express knowledge and meaning.
• Cooperates with School Principal, Dean of Academics & Operations, and teaching staff to design innovative and appealing community exhibits featuring long-term projects.
• Instructs students in proper care and use of tools and equipment.
• Organizes storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection.
• Participates in professional development to support the needs of students and to maintain appropriate certification or credentials based on position.
• Accepts and incorporates feedback and coaching from administrative staff.
• Performs other duties, as deemed appropriate, by the principal.

Qualifications
• Bachelor’s Degree in Art Education or similar.
• Certification/licensure in appropriate teaching area.
• Understands a variety of “masters” techniques.
• Knows and can apply elements of design and modern principles of art.
• Knows the fundamentals and different approaches to drawing, painting, sculpting, and other media techniques.
• Experience in and passion for creative lesson planning.
• Understands the distinction between step-by-step crafting, construction, or replication of examples and the creation of original art pieces.
• Has a passion for encouraging unique ideas and expressions, and has demonstrated ability to create lesson plans that are open-ended and creative in nature.
• Experience in the development of engaging public exhibits.
• Possesses ability to communicate effectively verbally and in writing, with a specific ability to describe art experiences as meaningful and reflective processes.
• Possesses the ability to establish and maintain effective working relationships with students, staff, parents, and the community.
• Willingness to go above and beyond to support students in achieving academic goals.
• Willingness to participate in ongoing documentation and reflection.
• Willingness to be held accountable for student results.
• Demonstrates a commitment to continued personal and professional growth, and a commitment to model curiosity and a passion for lifelong learning.
• Self-motivated and confident in informed decision-making.
• Proficiency in the use of technology.
Fiscal Officer. The office of School Treasurer is held by the Governing Authority’s designated Fiscal Officer. The overall duties of the Treasurer are outlined in the Board’s Code of Regulations. The Fiscal Officer serves an Ex-Officio board member and does not carry voting.

Responsibilities include:

- Serves as Fiscal Agent and manages cash receipts and disbursements for the Board as well as fulfilling the following services:
  - Basic financial services such as bookkeeping (e.g. bank reconciliation and electronic record keeping)
  - Reporting (e.g. appropriate annual state and federal filings)
  - Accounts payable (vendor invoicing and check writing)
  - Accounts receivable (e.g. sales invoicing and cash collections/deposits)
- Reviews, analyzes and reportsto Board on financial data submitted by the school. Process School funding application(s), Final Expenditure Reports (FERs) and Project Cash Requests subject to Board approval. Provide long term financial analysis and internal audits/reviews as needed.
- Oversees and manages annual ADS audit.
- Attends Board meetings and committee meetings as needed.
- Provides client copies of all fiscal documents, monthly reports, and budgets prepared as requested or by date of regularly scheduled or called Board meeting.
- Fiscal agent will only authorize expenditure of funds in accordance with Board policy.
- Preparation of annual tax returns (990 and 1099)
- Preparation of Comprehensive Annual Financial Report
- Preparation of 5-year Forecast and Annual Budget
Attachment 13
Nonprofit Articles and 501c3
Commonwealth of Kentucky

Articles of Incorporation

Non-profit Corporation

Pursuant to KRS 14A and KRS 273, the undersigned applies to qualify and for that purpose submits the following statements:

Article I: The name of the corporation is: River Cities Academy, Inc.

Article II: The purpose for which the corporation is organized is:

The Corporation is a nonprofit public benefit corporation and is not organized for pecuniary gain or profit. The Corporation will be operated for charitable, educational, literary and scientific uses or purposes within the meaning of an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

In furtherance of the foregoing purposes, the Corporation shall seek to enhance and improve teaching, learning, and student achievement in the State of Kentucky through the Corporation’s management and operation of a Public Charter School serving persons residing in the cities of Ludlow, Covington, Newport, Bellevue, Ft. Thomas and Dayton, all located in Northern Kentucky, under Section 160.1591 of the Kentucky Revised Statutes.

In carrying out its charitable, educational, literary and scientific purposes, the Corporation shall also have the authority to: (i.) acquire, receive and maintain cash, securities, commodities, tangible and intangible, real or personal property, and to manage, invest, reinvest, disburse, use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove; and (ii.) do whatever is deemed necessary, useful, advisable or conducive, directly or indirectly, to carry out the purposes of the Corporation, and not expressly prohibited by KRS Chapter 273 of the Kentucky Revised Statutes.

Article III: No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any Director of Officer of the Corporation, or any member of the Corporation or any other private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes. No Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of
the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

The Corporation shall not retain any business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

The powers of the Corporation shall be exercised, its business and affairs conducted, and its property managed under the direction of the Board of Directors of the Corporation, except as otherwise provided by the laws of the State of Kentucky, these Articles, or the Corporation’s Bylaws.

**Article IV:** Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**Article V:** The name of the registered agent is: Lynn Schaber, and the street address of the corporation's initial registered office in Kentucky is: 328 Park Avenue, Newport, KY 41071

**Article VI:** The mailing address of the corporation's principal office is: 328 Park Avenue, Newport, KY 41071
Article VII: The number of directors constituting the initial Board of Directors is: three. The names and mailing addresses of the persons who are to serve as the initial Board of Directors are as follows:

Lynn Schaber, 328 Park Avenue, Newport, KY, 41071

Sarah Strauss, 196 Clover Ridge, Fort Thomas, KY, 41075

Evelyn Pence, 639 Monroe Avenue, Newport, KY 41071

Article VIII: The name and mailing address of the incorporator is: Lynn Schaber, 328 Park Avenue, Newport, KY 41071

Article IX: This application will be effective upon filing.

Article X: A person who performs the duties of a Director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a Director including, without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation, or assets held by it, are dedicated.

To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and agents, including persons formerly occupying any such position, and the heirs, executors and administrators of such persons, against all expenses (including attorneys' fees and disbursements), judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any action, suit, or proceeding, including any action by or in the right of the Corporation, by reason of the fact that the person is or was a Director, officer, employee or agent of the Corporation. Such right of indemnification shall not be deemed exclusive of any other rights to which such persons may be entitled apart from this Article VIII. The Corporation shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and agents, against any liability asserted against or incurred by such persons in such capacity or arising out of the person's status as such.

The counties in which the Corporation primarily operates are: Kenton County and Campbell County

[Signature of Incorporator]

SCHABER, Lynn, Founder, March 27/18

[Print Name & Title]

[Signature of Registered Agent]

SCHABER, Lynn, Founder, March 27/18

[Print Name & Title]

consent to serve as the registered agent on behalf of the corporation.

[Signature of Registered Agent]

SCHABER, Lynn, Founder, March 27/18

[Print Name & Title]

Date
Date: OCT 12 2018

RIVER CITIES ACADEMY INC
C/O LYNN SCHABER
328 PARK AVE
NEWPORT, KY  41071-1750

Employer Identification Number:
82-5000628

DDN:
17053143303048

Contact Person:
MICHELLE A GLITZ

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30

Public Charity Status:
170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:
Yes

Effective Date of Exemption:
March 26, 2018

Contribution Deductibility:
Yes

Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947
RIVER CITIES ACADEMY INC

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

we sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

[Signature]

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements
Attachment 14 Statement of Assurances

The charter school applicant assures the following: *(Read and check)*

☑ 1. If the charter school board of directors is already formed, a resolution or motion has been adopted by the charter school’s governing body or its members that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant’s Lead Applicant to act in connection with the application and to provide such additional information as required.

☑ 2. The charter school board of directors shall operate a charter school in compliance with all applicable federal and state laws, including KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8.

☑ 3. The charter school board of directors shall, for the life of the charter, participate in all data reporting and evaluation activities as required by the Kentucky Board of Education and Kentucky Department of Education pursuant to KRS 160.1590 to 160.1599, 161.141, and 701 KAR Chapter 8.

☑ 4. The charter school board of directors shall comply with all relevant federal laws including, but not limited to, the Age Discrimination in Employment Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and section 427 of the General Education Provision Act.

☑ 5. The charter school board of directors shall comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the number of student applications to the charter school exceeds the charter school’s capacity for a school year, as well as with applicable Kentucky law.

☑ 6. The charter school board of directors shall ensure that a student’s records, and, if applicable, a student’s individualized education program as defined at 20 U.S.C. 1401(14) of the Individuals with Disabilities Education Act, shall follow the student, in accordance with applicable federal and state law.

☑ 7. The charter school board of directors shall comply with all provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (“ESSA”), including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the

Page 49 of 55

February 2018
Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA"), and assessments.

8. The charter school board of directors shall operate in compliance with generally accepted accounting principles.

9. The charter school board of directors shall at all times maintain all necessary and appropriate insurance coverage.

10. The charter school board of directors understands that the authorizer may revoke the charter contract if the authorizer deems that the charter school has failed to materially fulfill the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter contract.

11. The charter school board of directors understands that it may only exercise its authority in KRS 160.1592(3)(p)4 and 5 as allowed for a local boards of education in KRS 160.540.

12. The charter school board of directors understands that all members of a charter school board of directors are required to participate in competency-based training or nine (9) hours of annual training, with six (6) additional hours of training for new charter school board members and members of newly-approved charter schools during the first year after approval. The training shall include certain topics, including financial governance and transparency, conflict of interest, and ethics, and be approved by the commissioner of education.

13. The charter school board of directors understands that a charter school student shall be provided a due process hearing pursuant to KRS 158.150 prior to suspension or expulsion and that any due process hearing conducted pursuant to KRS 158.150 to suspend or expel a charter school student shall be attended by the authorizer or at least one member of the authorizer’s board of directors.

14. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of use of the Individual with Disabilities Education Act dispute resolution procedures, 707 KAR 1:340, regarding the services provided by a charter school or a student attending a charter school. Records shall be redacted to the extent required by FERPA.

15. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of use of physical restraint or seclusion of charter school students.

16. The charter school board of directors understands that the charter school board of directors and any education service provider shall be required to provide to the authorizer information and copies of all records of allegations received or substantiation of violation of any health, safety, civil rights, and disability rights of students, staff, or
parents or persons with custody or charge.

17. The charter school board of directors understands that, pursuant to KRS 160.1592(14), the charter school board of directors and any education service provider shall be required to adhere to the requirements of KRS 160.300 and 702 KAR 3:220 for the waiver of fees for students eligible for free or reduced price lunch.

18. The charter school board of directors understands that the charter school shall be required to provide to the public updates on the charter school’s performance of the charter contract, according to the charter contract and performance framework.

19. The charter school board of directors understands that the charter school shall be restricted to expending charter school resources and funds for school purposes only.

20. The charter school board of directors understands that the charter school shall be prohibited from expending charter school resources and funds in excess of the fair market value of the product, service, or consideration received.

21. The charter school board of directors understands that the charter school shall be prohibited from disposing of charter school resources for less than the fair market value of the resource disposed.

22. The charter school board of directors understands that the charter school shall be restricted from adding or moving any location of the charter school without the written consent of the authorizer and amendment of the charter contract.

23. The charter school board of directors understands that the charter school is required to provide student enrollment and attendance records and data at least monthly to the authorizer during the school year.

24. The charter school board of directors understands that the charter school board of directors is required, at all times, to include at least two (2) resident parents or persons with custody or charge of resident students who shall attend the charter school.
Attachment 15
Governance Philosophy and Organizational Charts
Governance Philosophy

The board of directors of River Cities Academy (RCA) supports a governance philosophy where the board makes policies based on the mission, vision, and goals, and where the board has a directive/oversight role, focusing on productivity and results. We strive to have each board member bring value to the school through active participation and to sustain cooperation and harmony between school operations and the board. The RCA board recognizes that the success of the school is dependent upon our ability to govern with commitment and skill.

- We believe governing board members add value to RCA.
- We believe that the board should know it has the right leader and our school is going in the right direction.
- We believe that our board must initially be involved in shared management, but we are committed to a board that does not micromanage the school’s day-to-day operations.
- We believe our board functions best when all members engage in productive dialogue.
- We believe that the traditional priorities for school boards must be our priorities—overseeing management and school finances and assuring quality school leadership.
- We believe a 21st-century public school board must focus on accountability. Our board should always know:
  1. Where are we now in meeting our goals;
  2. Where we need to be to meet our goals; and,
  3. The best strategy to meet our goals.
- We believe that board, administrators, and faculty should have a shared understanding of goals, options, risks, and threats, and that all energy should be focused on our productivity and success.
- We believe all board members should freely ask questions and give opinions without any concern that this involvement is annoying or without value.
- We believe our success, in part, depends on building a trusting and supportive organizational culture, which is focused on results.
- We believe that no matter what other issues are at hand, we cannot lose sight that the purpose for our school’s existence and every adult’s involvement is to improve the opportunity for children to receive a high quality education.

Board Policy

The RCA board defines policies that clarify roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. Policies define the board’s collective beliefs, commitments, and vision. Roberts Rules govern all meetings and
decisions are made by voting with majority rule. There is no requirement or expectation that every member contributes dissenting views on each topic or support each decision made.

**Board Officers**

The officers of the Board of Directors for RCA shall be President, Vice President, Treasurer, and Secretary. Each officer shall serve a three-year term beginning at the annual organizational meeting. Annually, a slate of positions and terms will be available for the record. The Board Secretary and/or the RCA Principal shall serve as clerk to record minutes and notes for the board.

Robert’s Rules of Order, and the provisions of Kentucky State Laws shall govern the procedures of RCA. Deliberations will be open to the public, fair and thorough, but also efficient, timely, and to the point, utilizing the most current version of Robert’s Rules of Order.

The four officers of the Board (President, Vice President, Treasurer, and Secretary) shall be elected by majority vote of those present at the annual organizational meeting and shall serve until the next annual organizational meeting. Any board officer vacancy may be filled at any meeting of the Board provided that all members of the Board have been so notified prior to any meeting at which a Board officer vacancy will be filled.

Additional information on board limitations, individual roles, powers, election of terms, vacancies, removal/resignations, meeting notice, emergency meetings, quorum, and vote requirements are available in **Attachment 17a RCA Bylaws**.

**Policies/Lines of Authority**

The RCA board shall have final authority for policy and operational decisions of RCA to operate, but the board may delegate decision making authority to committees, officers and employees at the school level and in accordance with the charter only where allowed. The board understands that it has ultimate authority and remains responsible for all actions the board takes, so committee and school level decisions delegated will be discussed at board meetings as well.

The board will employ the RCA staff, and the Principal will be accountable for the performance of the School. The board will direct the Principal only through decisions where they are acting in entirety. The board will delegate authority to the Principal to carry out goals. The Board – Principal relationship will be based on mutual respect for the complementary goals.

1. The board will make official decisions by formal, recorded vote in order to avoid any lack of clarity.
2. The board, acting as an entity, may provide direction to the Principal in a posted meeting.
3. The Principal is neither obligated nor expected to follow the directions or instructions of individual board members, officers and committees unless the board has specifically delegated such exercise in authority. The board’s directives are made as actions of the whole.

4. If individual board members of board committees request information or assistance without board authorization, the Principal may refuse such requests that, in the principal’s opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.

The Principal is the board’s direct line to the operational organization of RCA. All authority and accountability of staff is the responsibility of the Principal.

1. The board will not give directives to any employee other than the Principal. The board will not manage any staff other than the Principal.

2. The board will not make personnel decisions, except as required by law. On all other personnel matters brought before the board in compliance with the law, the board will expect recommendations for action from the Principal.

3. Individual board members can direct their requests of information or assistance to the Office Manager and must inform the Principal of their request. The Office Manager may refuse such requests that, in their opinion, are disruptive, unreasonable, or require an excessive amount of resources or staff time.

4. Board Committees requesting information or assistance can direct their request to the Office Manager. The officer manager may refuse such requests that, in their opinion, are disruptive, unreasonable, or require an excessive amount of resources or time.

5. If individual board members or board committees request public information or assistance without Board authorization, all board members will receive a notice that the requested information is available.

The Principal job performance will be monitored at a frequency and method chosen by the board, according to the Board’s specified expectations, including, but not limited to, achievement of the school goals and compliance with the operational expectations.

As part of the board’s annual planning cycle the board will conduct a formal summative evaluation of the Principal. All employment decisions regarding the Principal remain within the sole discretion of the board and existing contract terms. More information on decision making authority is included in the Application Attachment 15.
Attachment 15
RCA Org Charts for Application

December 2018
Newport, KY
RCA Board
(Including Committees)

Parents/Community

Students

Staff

Leader
(including Teachers)
River Cities Academy High-Level Organization Chart

KY Dept of Education

Authorizer

RCA Board

Committees

School Leader

Dean of Students

School Staff

Teachers

Specials Teachers

Parent Organization (TBC)
School Leader

Office Manager (1)

Dean Students (1)
  - Guidance Counselor (0.2)
  - Nutrition Team
    1 Full Time, 3 Part-Time (1.5)

Special Ed Teacher (1)
  - Special Ed Aid (1)

Fiscal Officer (1)

Class Teachers (9)
  - Teacher Aids (3)

Specials Teachers
5 Part-Time – Spanish, Art, Music, Phys Ed
RCA Board

Chair
- Oversees Board, sets agenda, runs meetings, direct boss of RCA Leader.

Vice Chair
- Oversees committees and runs special projects. Back up to Chair

Treasurer
- Oversees the management and reporting of RCA’s finances. Runs Finance Committee

Community
- Represents voice of parent & local community to make RCA better

Facilities
- Ensures facilities are safe, accessible and support RCA’s learning needs

Secretary
- Proper management and utilization of records such as meeting minutes and bylaws. Runs Governance Committee

Curriculum
- Ensures best thinking and research is incorporated into RCA curriculum. Runs Academic Excellence Committee
RCA Committee Structure

RCA Board

Vice-Chair Oversees Committees

Finance

Board Treasurer Leads

Provides board oversight of school finances, ensures accurate and comprehensive financial reporting to the board and raises strategic financial issues for discussion

Academic Excellence

Board Curriculum Leads

Ensures RCA’s educational program is positively impacting student achievement and raises strategic academic issues for board discussion

Governance

Board Secretary Leads

Ensures an effective governance structure, and ensures an effective board self-assessment process. Includes training, orientation and nominating of officers
Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public charter school, you are responsible for ensuring the quality of the school program, competent stewardship of school funds, and the charter school’s fulfillment of its public obligations and all terms of its charter. As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient. The purpose of this questionnaire is twofold:
1. To give application reviewers a clearer introduction to the applicant behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and
2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of charter school development.

Background
1. Name of charter school on whose charter school board of directors you intend to serve:
   _____ River Cities Academy, Inc.
2. Your full name: _____ Jeffrey Ernst Weghorst
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   ✓ Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   I have served on the board of ReNewport, a Newport, KY non-profit organization that focuses on housing, education, economic development, community engagement, parks and recreation, health, wellness and safety. Beyond serving on the ReNewport board, I was the chair for its Education task force. I led the task force in creating a 2025 vision for education in our community. We worked with many community members and local school district personnel to outline 10 long term objectives (e.g., inspired students, safe schools, a magnet program, parental involvement, etc.) to drive educational success. ReNewport actively works against these education objectives to contribute to the quality of life in our city.
5. Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   ✓ Yes ☐ Don’t Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know any such persons.
☑ Yes My spouse has met three of the prospective board members as they are all active in the local neighborhood and live nearby. Their relationship is purely social, not professional in any manner. I have met 5 of the prospective board members as we have been working together on a volunteer basis to launch River Cities Academy, Inc.

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

☑ I/we do not know any such persons.
☐ Yes

3. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the charter school. If so, indicate the precise nature of the business that is being or shall be conducted.

☑ I/we do not anticipate conducting any such business.
☐ Yes

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable.
☐ I/we do not know any such persons.
☐ Yes

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☑ Not applicable.
☐ I/we have no such interest.
☐ Yes

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.
☑ Not applicable.
☐ I/we or my family do not anticipate conducting any such business.
☐ Yes

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

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school’s board.
☑ None
☐ Yes

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Weghorst – Board Member</td>
<td>Nov 28, 2018</td>
</tr>
</tbody>
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Signature
Attachment 16

Charter School Board Member Information Sheet and Agreement
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background
1. Name of charter school on whose charter school board of directors you intend to serve:
   _ River Cities Academy, Inc. ________________________________
2. Your full name: Sabrina C. Tinkler
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   ☑ Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   ______I have over 20 years’ experience in financial services industry, developing corporate HR strategies, managing budgets and service providers. I feel this experience provides a necessary skillset from Start-up through continuing school operations.

5. Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   ☑ Yes ☐ Don’t Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know any such persons.
   ☑ Yes ______ I personally know the other five board members from working on the RCA concept and application. Most of us reside in the same community/neighborhood.
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

☑ I/we do not know any such persons.
☐ Yes

______________________________________________________________________________

______________________________________________________________________________

3. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the charter school. If so, indicate the precise nature of the business that is being or shall be conducted.

☑ I/we do not anticipate conducting any such business.
☐ Yes

______________________________________________________________________________

______________________________________________________________________________

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable.
☐ I/we do not know any such persons.
☐ Yes

______________________________________________________________________________

______________________________________________________________________________

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☑ Not applicable.
☐ I/we have no such interest.
☐ Yes

______________________________________________________________________________

______________________________________________________________________________

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.

☑ Not applicable.
☐ I/we or my family do not anticipate conducting any such business.
☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse, or family.

☐ Yes

---

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school’s board.

☑ None

☐ Yes

---

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Sabrina C. Tinkler</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>Board Member</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabrina C. Tinkler</td>
</tr>
</tbody>
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(To be completed individually by each proposed board member for the charter holder)

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

Background
1. Name of charter school on whose charter school board of directors you intend to serve:
   ______River Cities Academy, Inc.
2. Your full name: ______Evelyn Karen Pence
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   ✓ Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   • I was hired by a professor/researcher to assist launching and running a medical device (system for injecting contrast in MRI angiography) start-up in 1998. As the sole employee, I was responsible for maintaining the books, invoicing, filing necessary tax forms, marketing, sales, paying contractors, sourcing vendors and maintenance/design of the website. Sales steadily increased under my 18-month tenure.
   • Beginning in 2002, I have volunteered as a co-founder and primary organizer of an annual East Row neighborhood block party that has recurred for 16 years. The first party was attended by a small group of neighbors who shared a dish. Since then, the party has grown to several hundred attendees who enjoy live bands and entertainment for kids. Many families plan their summer vacations around it. School superintendents have attended the party to meet the community. Over the years, I have developed a long-term understanding of my neighbors and needs of their families.
   • I held the position of Secretary and President on the Board of Directors for a local non-profit organization by the name of East Row Pool & Social Club. I was on the Board for 2 years. Under my leadership we improved facilities, developed an amicable relationship with a neighboring condominium, and improved our financial position.
Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?

☑ Yes □ Don’t Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
   □ I/we do not know any such persons.
   ☑ Yes, My spouse has met three of the prospective board members as they are all active in the local neighborhood and live nearby. Their relationship is purely social, not professional in any manner. I have met 5 of the prospective board members as we have been working together on a volunteer basis to launch River Cities Academy, Inc.

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.
   ☑ I/we do not know any such persons.
   □ Yes

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

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☑ Not applicable.
   □ I/we do not know any such persons.
   ☑ Yes

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☑ Not applicable.
   □ I/we have no such interest.
6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.

☐ Not applicable.
☐ I/we or my family do not anticipate conducting any such business.
☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse, or family.
☐ Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school’s board.

☐ None
☐ Yes

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Evelyn Pence – Board Member</td>
<td>Nov 13, 2018</td>
</tr>
</tbody>
</table>

Signature

[Signature]

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Charter School Board Member Information Sheet and Agreement
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public charter school, you are responsible for ensuring the quality of the school program, competent stewardship of school funds, and the charter school’s fulfillment of its public obligations and all terms of its charter. As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background
1. Name of charter school on whose charter school board of directors you intend to serve:
   _______ River Cities Academy, Inc.
2. Your full name: ___________ Lynn Patricia Schaber
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   ☑ Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   I have held the position of Club House Chair and President on the Board of Directors for a local non-profit organization by the name of East Row Pool & Social Club. I was on the Board for 2 years. Under my leadership we improved facilities, stream-lined processes and improved our financial position. My experience in the Corporate environment, while not a Board role, is also relevant experience as it required me to not only adhere to appropriate rules, regulations and laws, I was also required to participate on and lead many teams in a manner that was professional, legal and productive.
5. Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   ☑ Yes ☐ Don’t Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
   ☐ I/we do not know any such persons.

Page 1 of 3
Yes My spouse has met three of the prospective board members as they are all active in the local neighborhood and live nearby. Their relationship is purely social, not professional in any manner. I have met 5 of the prospective board members as we have been working together on a volunteer basis to launch River Cities Academy, Inc.

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

☐ I/we do not know any such persons.
☐ Yes

3. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the charter school. If so, indicate the precise nature of the business that is being or shall be conducted.

☐ I/we do not anticipate conducting any such business.
☐ Yes

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable.
☐ I/we do not know any such persons.
☐ Yes

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ Not applicable.
☐ I/we have no such interest.
☐ Yes

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.

☐ Not applicable.
☐ I/we or my family do not anticipate conducting any such business.
☐ Yes

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

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

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Lynn Schaber – Board Member</td>
<td>Nov 13, 2018</td>
</tr>
</tbody>
</table>

Signature

[Signature]

Nov 13, 2018
Charter School Board Member Information Sheet and Agreement
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background
1. Name of charter school on whose charter school board of directors you intend to serve:
   _____ River Cities Academy, Inc.
2. Your full name: Ian Maloney
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   ☑ Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   I have held the position of Treasurer on the Board of Directors for a local non-profit organization by the name of Newport Parks Renaissance Commission. I have been on the Board for 3 years. Under my leadership we worked closely with neighborhood organizations, local businesses and the City of Newport to improved green space in the City, as well as sponsor and host multiple community events and raise funds to increase support for the continue development of parks and greenspace in the local community. My experience as an Auditor while working for a Public Accounting firm, is also relevant experience, since it required me to fully understand and comply with multiple state and federal regulations and laws.
5. Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   ☑ Yes ☐ Don’t Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
   
   ☐ I/we do not know any such persons.
   
   ☑ Yes, I have met 5 of the prospective board members as we have been working together on a volunteer basis to launch River Cities Academy, Inc. My spouse does not know any of the other board members have any relationships with the other board members.

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.
   
   ☑ I/we do not know any such persons.
   
   ☐ Yes

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

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   
   ☑ Not applicable.
   
   ☐ I/we do not know any such persons.
   
   ☐ Yes

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   
   ☑ Not applicable.
   
   ☐ I/we have no such interest.
   
   ☐ Yes

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting,
or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.

✅ Not applicable.

☐ I/we or my family do not anticipate conducting any such business.

☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

✅ Does not apply to me, my spouse, or family.

☐ Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school’s board.

✅ None

☐ Yes

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

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<thead>
<tr>
<th>Name and Title</th>
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<tbody>
<tr>
<td>Ian Maloney – Board Member</td>
<td>Nov 13, 2018</td>
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<tr>
<th>Signature</th>
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<tbody>
<tr>
<td>Ian Maloney</td>
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</table>
Attachment 16

Charter School Board Member Information Sheet and Agreement
(To be completed individually by each proposed board member for the charter holder)

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

As part of the application for a new charter school, the Kentucky Board of Education requires each prospective board member to respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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

Background
1. Name of charter school on whose charter school board of directors you intend to serve: River Cities Academy, Inc.
2. Your full name: Sarah Golda Strauss
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of Attachment 1).
   - Resume is attached.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you shall be an effective charter school board member.
   - My experience in the Corporate environment includes owning and operating my own successful restaurant business, as well as relevant experience in my current and past positions in which I utilized skills in leadership, finance, project management, problem resolution, and adherence to finance regulations and laws. In addition, I run a local non-profit project for students in the Fort Thomas Middle School.
5. Do you understand the obligations of a charter school’s board of directors to comply with Kentucky laws, including the Open Records and Open Meetings laws?
   - Yes ☑ Don’t Know/ Unsure

Disclosures
1. Indicate whether you or your spouse knows any other prospective board members for the proposed charter school. If so, please indicate the precise nature of your relationship.
   - I/we do not know any such persons.
   - I have met 5 of the prospective board members as we have been working together on a
volunteer basis to launch River Cities Academy, Inc. We do not have any professional relationships outside of River Cities Academy, Inc. My husband does not know any of the other prospective board members.

2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

✓ I/we do not know any such persons.

☐ Yes

3. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the charter school. If so, indicate the precise nature of the business that is being or shall be conducted.

✓ I/we do not anticipate conducting any such business.

☐ Yes

4. If the charter school intends to contract with an Education Service Provider or a partner that is not an ESP, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

✓ Not applicable.

☐ I/we do not know any such persons.

☐ Yes

5. If the charter school contracts with an Education Service Provider or a partner that is not an ESP, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

✓ Not applicable.

☐ I/we have no such interest.

☐ Yes

6. If the charter school plans to contract with an Education Service Provider or a partner that is not an ESP, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or shall be conducted.

✓ Not applicable.

☐ I/we or my family do not anticipate conducting any such business.
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse, or family.

☐ Yes

8. Describe any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the charter school’s board.

☑ None

☐ Yes

I, certify to the best of my knowledge and ability that the information I am providing to the authorizer as a prospective board member for the above proposed charter school is true and correct in every respect.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Sarah Strauss – Board Member</td>
<td>Nov 14, 2018</td>
</tr>
</tbody>
</table>

Signature
Attachment 17
Conflict of Interest
Board Bylaws
Code of Ethics
RIVER CITIES ACADEMY, INC.

CONFLICT OF INTEREST POLICY

(February 2018)

ARTICLE ONE

PURPOSE

The purpose of this conflict of interest policy is to protect the interest of this (to be assigned) tax-exempt organization, River Cities Academy, Inc. (the "Corporation"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE TWO

DEFINITIONS

A. Interested Person.

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

B. Financial Interest.

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

2. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

3. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article Three, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE THREE
A. Duty to Disclose.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

B. Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

C. Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

2. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

D. Violations of the Conflicts of Interest Policy.

1. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE FOUR

RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

A. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

B. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE FIVE

COMPENSATION

A. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

B. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

C. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE SIX

ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
(a) has received a copy of this conflict of interest policy,
(b) has read and understands the policy;
(c) has agreed to comply with the policy; and
(d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE SEVEN

PERIODIC REVIEWS

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

A. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

B. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE EIGHT

USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article Seven, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.
Bylaws of

River Cities Academy, Inc.

A Kentucky Nonprofit Public Benefit Corporation
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NAME

1.1 Corporate Name

The name of this Corporation is River Cities Academy, Inc. (the “Corporation”)

OFFICES

2.1 Principal Office

The principal office for the transaction of the business of the Corporation is: 328 Park Avenue, Newport, KY 41071

2.2 Other Offices

There are no other offices at this time.

PURPOSES

3.1 General Purpose

The Corporation is a nonprofit public benefit corporation and is not organized for pecuniary gain or profit. The Corporation will be operated for charitable, educational, literary and scientific uses or purposes within the meaning of an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

3.2 Specific Purpose

In furtherance of the foregoing purposes, the Corporation shall seek to enhance and improve teaching, learning, and student achievement in the State of Kentucky through the Corporation’s management and operation of a Public Charter School serving persons residing in the cities of Ludlow, Covington, Newport, Bellevue, Ft. Thomas and Dayton, all located in Northern Kentucky, under Section 160.1591 of the Kentucky Revised Statutes.

In carrying out its charitable, educational, literary and scientific purposes, the Corporation shall also have the authority to: (i.) acquire, receive and maintain cash, securities, commodities, tangible and intangible, real or personal property, and to manage, invest, reinvest, disburse, use and apply the whole or any part of the income therefrom and the principal thereof exclusively for the purposes set forth hereinabove; and (ii.) do whatever is deemed necessary, useful, advisable or conducive, directly or indirectly, to carry out the purposes of the Corporation, and not expressly prohibited by KRS Chapter 273 of the Kentucky Revised Statutes.
LIMITATIONS

4.1 Political Activities

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

4.2 Prohibited Activities

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any Director or Officer of the Corporation, or any member of the Corporation or any other private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes. No Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. The Corporation shall not, except in any insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described in Article 3. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law, or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 as amended, or corresponding provision of any subsequent Federal tax law.

DEDICATION OF ASSETS

5.1 Property Dedicated to Nonprofit Purposes

The property of the Corporation is irrevocably dedicated to educational purposes. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof.

5.2 Distribution of Assets Upon Dissolution
Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, education, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for such purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

6  MEMBERSHIPS

6.1  Members

The Corporation shall have no members within the meaning of KRS §273.161(7).

7  DIRECTORS

7.1  Number and Qualifications

7.1.1  Number

The authorized number of Directors of the Corporation (“Directors”) shall be not less than three, or more than fifteen. The number of Directors as set by the Board of Directors shall comprise the entire Board of Directors.

7.1.2  Qualifications

7.1.3  Directors Prohibited Financial Interests and Restriction on Interested Directors

In accordance with KY Charter law, no members of the Board of Directors may be "interested." An interested person is (i) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full or part-time officer or other employee, independent contractor, or otherwise, or (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

7.1.4  Founding Directors
Lynn Schaber, Sarah Strauss, Evelyn Pence are the Founding Directors of the Corporation ("Founding Directors"). The Founding Directors shall undertake the initial organization of the Corporation, and each shall serve until a successor Director is elected at the first annual meeting of the Directors, or his or her earlier resignation or removal in accordance with these Bylaws. A Founding Director who is not "interested" within the meaning of Section 7.1.3 and otherwise meets the qualifications in Section 7.1.2 for membership on the Board is eligible for election as a Director at the first annual meeting of the Directors. Except where otherwise specifically stated, all of the provisions of these Bylaws applicable to Directors shall also apply to the Founding Directors.

7.1.5 Charter Authorizer

The River Cities Academy will be authorized by the Newport School Board.

7.2 Powers

7.2.1 Corporate Powers Exercised by Board

Subject to the provisions of the Articles of Incorporation of the Corporation (the "Articles of Incorporation and any other applicable laws, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (the "Board"). The Board may delegate the management of certain activities of the Corporation to any person or persons, management company or committee however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

7.2.2 Additional Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

(a) To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service.

(b) To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefor which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws;

(c) To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

(d) To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor; and
(e) To carry out such other duties as are described in any approved charter petition.

7.3 Terms: Election of Successors

The Board of Directors shall be elected at the annual meeting of the Board of Directors. Except for the terms of the initial Directors, which shall expire at the first annual meeting of the Board of Directors, the terms of the Directors of the Corporation shall be staggered by dividing the total number of Directors in three (3) groups with each group containing one-third (1/3) of the total, as near as may be. The terms of Directors in the first group shall expire at the first annual Board of Directors meeting after their election, the terms of the second group shall expire at the second annual Board of Directors meeting after their election, and the terms of the third group shall expire at the third annual Board of Directors meeting after their election. Directors may be elected for up to two consecutive terms; provided that the initial one, two and three-year terms served by the initial Board of Directors and referred to in the immediately preceding sentence shall not be considered in calculating the term limits also referred to above. At each annual Board of Directors meeting held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose terms expire. Each Director shall serve as a Director until the earlier of (1) the next annual meeting of members and until his successor has been elected and qualified; (2) his/her removal by a majority of the members with or without cause; (3) his/her death; or (4) his/her resignation.

7.4 Vacancies

7.4.1 Removal

Any Director may be removed from office, with or without cause, by a vote of two thirds of the Directors present at a regular or special meeting where a quorum is present.

7.4.2 No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws.

7.4.3 Resignations

Any Director may resign at any time by providing written notice to the Chairperson of the Board. Such resignation shall take effect at the time specified in the notice, or if no time is specified, at the time of acceptance as determined by the Chairperson of the Board. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs.

7.4.4 Election to Fill Vacancies

Should a vacancy occur on the Board before completion of a term, such vacancy may be filled by the affirmative voice of a majority of the remaining Board of Directors, though less than a quorum.
If there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional Directors may be elected to fill such vacancies by (i) the affirmative vote of a majority of the Directors in office, or (ii) a sole remaining Director.

Each Director elected to fill a vacancy shall hold office until the expiration of the term of the replaced Director, and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws.

7.5 Meetings of the Board

7.5.1 Annual Meetings

The annual meeting of the Board of Directors of the Corporation shall be held on October 1 of each year; provided the Board of Directors may alter the date for any reason deemed appropriate. The meeting shall be held at its principal office, or at such other place within or without the State of Kentucky as may from time to time be selected by the Board of Directors, and at the time stated in the notice thereof, for the purpose of electing or appointing Directors or officers for the ensuing year and/or for the transaction of such other business as may properly be brought before the meeting.

7.5.2 Special Meetings

Special meetings of the Board of Directors may be called by the President or Chairperson of the Board and shall also be called by the President or Secretary at the written direction of not less than two (2) Directors then in office, or as may otherwise be provided by law. Such meetings shall be held at the principal office of the Corporation, unless otherwise directed by the Board of Directors and stated in the notice of meeting, in which case the meeting may be held at any place within or without the State of Kentucky. Any notice for such meeting shall state the purpose or purposes for the proposed meeting.

7.6 Notice of Meetings

7.6.1 Notice of Annual Meetings

At least seventy-two (72) hours before an annual meeting or a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed twenty (20) words. The agenda shall specify the time and location of the meeting.

7.6.2 Notice of Special Meetings
Notice of any special meeting shall be given at least three (3) days prior thereto by written notice delivered personally, mailed, or faxed to each Director. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If faxed, notice shall be deemed to be delivered when sender receives confirmation that fax was transmitted. Confirmation may be either by sender’s fax machine showing notice transmitted or by a telephone confirmation that notice was received. Any notice required hereunder shall state the time and place of the meeting, and the business to be transacted or discussed. No other business shall be considered at the special meeting.

7.6.3 Emergency Meetings

If there is an "emergency situation," involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24-hour posting requirement or both of the notice and posting requirements.

7.7 Place of Board Meetings

Regular and special meetings of the Board may be held at any place that has been designated in the notice of the meeting, or, if not stated in the notice or, if there is no notice, designated by resolution of the Board. If the place of a regular or special meeting is not designated in the notice or fixed by a resolution of the Board, it shall be held at the principal office of the Corporation.

7.7.1 Meetings by Telephone or Similar Communication Equipment

Any one or more Directors may participate in any regular or special meeting of the Board of Directors by any means of communication by which all Directors participating can simultaneously hear each other during the meeting. A teleconference meeting is a meeting in which one or more Directors attend the meeting from a remote location via telephone or other electronic means, transmitting audio or audio/video. Any meeting may be held by conference telephone or other communications equipment permitted by KRS §273.195, and all Directors shall be deemed to be present in person at such meeting as long as all Directors participating in the meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with the following:

(a) At a minimum, a quorum of the Board shall participate in the teleconference meeting from locations within the school's jurisdiction;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) The Board shall post agendas at all teleconference locations with each such location being identified in the notice and agenda of the meeting;

7.8 Quorum and Action of the Board

7.8.1 Quorum
A majority of the Board of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, if less than a majority of the Directors is present at said meeting, a majority of the Directors present may adjourn the meeting from time to time without further notice.

7.8.2 Minimum Vote Requirements for Valid Board Action

Except as expressly provided herein, the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

7.8.3 Information Action

Any action required or permitted to be taken at a meeting of the Board of Directors, or any action which may be taken at a meeting of the Board of Directors or of a committee, may be taken without a meeting if a consent, in writing, setting forth the action so taken shall be signed by all of the Directors, or all of the members of the committee, as the case may be, and included in minutes or filed with the corporate records. Such consent shall have the same effect as a unanimous vote.

7.8.4 When a Greater Vote is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

i) Creation of, and appointment to, Committees (but not advisory committees) as described in Section 8.1;

ii) Removal of a Director without cause as described in Section 7.4.2; and

iii) Indemnification of Directors as described in Article 11.

7.9 Waiver of Notice

Any Director may waive notice of any meeting in writing. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

7.10 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

7.11 Notice of Adjournment
Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than 24 hours, in which case personal notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

7.12 Conduct of Meetings

Meetings of the Board shall be presided over by the Chairperson, or, if there is no Chairperson or the Chairperson is absent, the President or, if the President and Chairperson are both absent, by the Vice President (if any) or, in the absence of each of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

7.13 Fees and Compensation of Directors and Committee Members

No Director shall receive compensation for his services as Director; however, any expenses incurred by any Director by reason of his duties or responsibilities as such may be paid by the Corporation.

7.14 Non-Liability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

8 COMMITTEES

The Board of Directors shall have authority to establish such committees, as it may consider necessary or convenient for the conduct of its business. The Board of Directors may establish an executive committee in accordance with and subject to the restrictions set out in the statutes of the Commonwealth of Kentucky. Any member of a committee may participate in a committee meeting by any means of communication by which all members participating can simultaneously hear each other during the meeting.

8.1 Committees of Directors

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), including an executive committee, each consisting of two or more Directors, and no persons who are not Directors, to serve at the discretion of the Board. Any Committee, to the extent provided in the resolution of the Board and allowed by law, may be given the authority of the Board except that no Committee may:
(a) approve any action for which the Nonprofit Corporation Law also requires approval of the members or approval of a majority of all members;

(b) fill vacancies on the Board or in any Committee which has the authority of the Board;

(c) amend or repeal Bylaws or adopt new Bylaws;

(d) amend or repeal any resolution of the Board which by its express terms is not so amendable or repeal-able;

(e) appoint any other Committees or the members of these Committees;

(f) expend corporate funds to support a nominee for Director after more persons have been nominated than can be elected; or

(g) approve any transaction (i) between the Corporation and one or more of its Directors or

(h) between the Corporation and any entity in which one or more of its Directors have a material financial interest.

8.2 Meetings and Action of Board Committees

Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Article 7 concerning meetings of Directors, with such changes in the context of Article 7 as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions of these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

8.3 Quorum Rules for Board Committees

A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board.

8.4 Revocation of Delegated Authority
The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

8.5 Nonprofit Integrity Act/Audit Committee

In any fiscal year in which the Corporation receives or accrues gross revenues of two million dollars or more (excluding grants from, and contracts for services with, governmental entities for which the governmental entity requires an accounting of the funds received), the Board shall (i) prepare annual financial statements using generally accepted accounting principles that are audited by an independent certified public accountant ("CPA") in conformity with generally accepted auditing standards; (ii) make the audit available to the Attorney General and to the public on the same basis that the Internal Revenue Service Form 990 is required to be made available; and (iii) appoint an Audit Committee.

The Audit Committee shall not include paid or unpaid staff or employees of the Corporation, including, if staff members or employees, the President or chief executive officer or the Treasurer or chief financial officer (if any). If there is a finance committee, members of the finance committee shall constitute less than 50% of the membership of the Audit Committee and the chairperson of the Audit Committee shall not be a member of the finance committee. Subject to the supervision of the Board, the Audit Committee shall:

(a) make recommendations to the Board on the hiring and firing of the CPA;

(b) confer with the CPA to satisfy Audit Committee members that the financial affairs of the Corporation are in order;

(c) approve non-audit services by the CPA and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General; and

(d) if requested by the Board, negotiate the CPA's compensation on behalf of the Board.

8.6 Advisory Committees

The Board may create one or more advisory committees to serve at the pleasure of the Board. Appointments to such advisory committees need not, but may, be Directors. The Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect.
At inception, the RCA Board will meet monthly and have 7 members: Chair, Vice Chair, Treasurer, Secretary, Facilities, Community and Curriculum. Overall, the RCA Board of Directors is responsible for governing the school - holding a duty to look out for the long-term well-being of the school. The Board is responsible for addressing major matters including: setting the school’s general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school’s principal; approving personnel policies and monitoring their implementation by the principal; assuring that RCA fulfills its charter contract; and, strategic planning.

**FINANCE COMMITTEE**

The Finance Committee, chaired by the Treasurer, will meet as often as necessary to conduct its work, at minimum before every Board meeting. Its purpose is to provide appropriate Board oversight of school finances, ensure accurate and comprehensive financial reporting to the Board, and raise strategic financial issues for Board discussion.

**FINANCE COMMITTEE RESPONSIBILITIES.** Specific responsibilities of the finance committee include:

i) Preliminary review of monthly financial statements prior to Board review

ii) Presentation of financial statements to Board for discussion (preferably in an easy to digest “dashboard” format)

iii) Ensure that the annual budget is prepared in a timely manner, allocates resources to support the school’s strategic direction, and drives improved student achievement

iv) Review and recommend to the full Board approval of the annual budget

v) Recommend the selection of an auditor, ensuring the school changes auditors (or audit partner) every five or so years

vi) Meet with auditor prior to full Board audit review and approval

vii) Ensure that either the Finance Committee or the full Board annually meets in executive session with the auditor

viii) Provide recommendations to ensure appropriate financial policies and procedures are in place

ix) Identify strategic and long-term financial issues to address before they become urgent issues

x) Set annual committee goals and regularly monitor progress against those goals

xi) Serve as an ongoing resource and advisor to staff on financial issues
xii) Work closely with staff on financial issues/oversight

xiii) Act as the official liaison and partner with the RCA Foundation (separate non-profit)

GOVERNANCE COMMITTEE

The Governance Committee, chaired by the Secretary, is the committee of the Board, by the Board, and for the Board. Its primary responsibility is to ensure the Board is governing effectively and revitalizing itself. It is the responsible for providing leadership for Board education, ensuring a strategically composed Board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new Board members, ensuring an effective governance structure, and ensuring an effective Board self-assessment process.

GOVERNANCE COMMITTEE RESPONSIBILITIES. Specific responsibilities of the governance committee include:

i) Promoting and providing education to new and tenured Board members about the school, education reform, the community, and governance

ii) Assessing the school’s governance needs, including periodically reviewing the size of the Board, the strategic composition of the Board, the committee structure and charters, and recommending changes as needed

iii) Developing and nominating Board members to serve as officers including, as appropriate, Chair, Vice Chair, Secretary, and Treasurer

iv) Leading the Board in the identification, cultivation, and nomination of new Board members to ensure a strategically composed Board

v) Ensuring new Board members are effectively oriented to the charter school, the Board, the community, and the responsibilities and expectations of Board service

vi) Monitoring the ongoing performance of current Board members and evaluating performance before renewing Board terms

vii) Conducting a Board self-assessment every one to two years (and post meeting evaluations)

viii) Planning the annual retreat

ix) Reviewing and recommending changes to the Bylaws every two years or as needed

x) Set yearly goals and monitor against them
ACADEMIC EXCELLENCE COMMITTEE

The Academic Excellence Committee, chaired by the Curriculum Board member, provides appropriate Board oversight of the academic program by ensuring that the school’s educational program is positively impacting student achievement and by raising strategic academic issues for Board discussion. The Academic Excellence Committee, chaired by a Board member, will meet as often as necessary to conduct its work, but typically at least quarterly.

ACADEMIC EXCELLENCE COMMITTEE RESPONSIBILITIES. Specific responsibilities of the academic excellence committee include

i) Assume responsibility for ensuring that students are achieving at the highest levels

ii) Agree on a definition of academic excellence for the school

iii) Understand how student achievement is measured at the school and build Board-wide understanding of the most critical measures

iv) Evaluate the relevance and longevity of Case Studies used and engage local community in their development

v) Ensure the Case Method is delivering on RCA goals to drive engagement and practical application of lessons

vi) In partnership with the school leader, monitor student achievement by reviewing and analyzing external, standardized tests and internal assessments, deeply understanding the factors affecting performance data and sharing updates with the full Board

vii) Evaluate student achievement at the school in comparison to other schools and national standards

viii) Verify that school administrators use student data constructively and routinely to inform decisions

ix) Insist on targeted changes to the academic program if student achievement is lagging

x) Identify strategic and long-term challenges to the academic program before they become urgent issues

xi) Serve as an ongoing resource and advisor to staff on academic issues, as requested, providing recommendations and feedback to administrators for improvements to the academic program
xii) Set annual committee goals and regularly monitor progress against those goals

9 OFFICERS

9.1 Officers

The officers of the Corporation shall be a chairperson of the Board, president, a secretary, a treasurer, and such other officers whose duties may be fixed from time to time by the Board of Directors and who are to be elected in accordance with the provisions of this article. Any two (2) offices may be held by the same person, except the offices of President and Secretary.

9.2 Election of Officers

Each officer shall hold office until his successor shall have been duly elected and shall have qualified or until his death or until he shall resign or shall have been removed in the manner hereinafter provided. After the initial election of officers at the Corporation’s organizational meeting, the officers of the Corporation shall be elected every year by the Board of Directors at the annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as shall be convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors.

9.3 Removal of Officers

Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors, with or without cause, whenever in its judgment the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

9.5 Vacancies in Offices

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

9.6 Responsibilities of Officers

9.6.1 Chairperson of the Board
The chairperson of the Board shall, when present, preside over all meetings of the Board of Directors and, subject only to the Board of Directors, shall give direction to the President and provide day-to-day oversight pertaining to the Corporation. The chairperson shall be an ex-officio member of all committees of the Board of Directors and shall have full voting rights.

9.6.2 President

The president shall be the chief executive officer of the Corporation and shall in general supervise and control all of the day-to-day business and affairs of the Corporation. The president shall perform all duties incident to the office of president and such other duties as may be prescribed by the Chairperson of the Board and/or Board of Directors from time to time.

The President may execute and deliver, with the Secretary or any other officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments which the Board of Directors have authorized to be executed, except in cases where the execution and delivery thereof shall be expressly delegated by the Directors to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed.

9.6.3 Secretary

The secretary shall (1) keep minutes of the Board of Directors’ meetings in one or more books provided for that purpose; (2) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (3) be custodian of the corporate records; and (4) in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the president or the Board of Directors.

9.6.3.1 Bylaws

The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

9.6.3.2 Minute Book

The Secretary shall keep or cause to be kept a minute book as described in Section 12.1.

9.6.3.3 Notices

The Secretary shall give, or cause to be given, notice of all meetings of the Board in accordance with these Bylaws.

Whenever any notice whatsoever is required to be given under the provisions of these Bylaws, or under the provisions of the Articles of Incorporation, or under the provisions of the Corporation laws of the Commonwealth of Kentucky, waiver thereof in writing, signed by the person, or persons, entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.
9.6.3.4 Corporate Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors. Such books and records may be in any format deemed reasonable by the Board. All books and records of the Corporation may be inspected by any Director, or his agent or attorney, for any proper purpose at any reasonable time.

9.6.3.5 Corporate Seal and Other Duties

The Secretary shall keep or cause to be kept the seal of the Corporation, if any, in safe custody, and shall have such other powers and perform such other duties incident to the office of Secretary as may be prescribed by the Board or these Bylaws.

9.6.4 Treasurer

The treasurer shall (1) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever and deposit all such moneys in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (2) in general, perform all duties incident to the office of treasurer and such other duties as from time to time may be assigned by the president or the Board of Directors.

9.6.4.1 Books of Account

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

9.6.4.2 Financial Reports

The Treasurer shall prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

9.6.4.3 Deposit and Disbursement of Money and Valuables

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; shall render, or cause to be rendered to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation; and shall have other powers and perform such other duties incident to the office of Treasurer as may be prescribed by the Board or these Bylaws.

9.6.4.4 Bond
If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his possession or under his control on his death, resignation, retirement, or removal from office.

9.6.5 Additional Officers

The Board may empower the Chairperson, President, or chief executive, to appoint or remove such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board from time to time may determine.

9.7 Chief Executive

Subject to such supervisory powers as may be given by the Board to the Chairperson or President, the Board may hire [insert desired titles such as Executive Director/Head/Principal/ Instructional Director/Operations Director] who will serve as the chief executives and administrators of the Corporation. Subject to the control of the Board, such persons shall [insert job description/duties]. They shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

9.8 Compensation of Officers

9.8.1 Salaries Fixed by Board

The salaries of Officers, if any, shall be fixed from time to time by resolution of the Board or by the person or Committee to whom the Board has delegated this function. In all cases, any salaries received by Officers shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the public benefit purposes of the Corporation. No salaried Officer may serve as a Director.

9.8.2 Fairness of Compensation

The Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, with powers, duties, or responsibilities comparable to the president, chief executive officer, treasurer, or chief financial officer (i) once such person is hired, (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified (unless all employees are subject to the same general modification of compensation).

10 TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

10.1 Transactions with Directors and Officers

10.1.1 Interested Party Transactions
At all times that the Corporation has a valid charter petition to operate a charter school and the charter petition so requires, members of the Corporation's Board and the Officers, managers and employees and any committees of the Corporation shall comply with Government Code Sections 1090 and 81000 et seq. (“Political Reform Act”), federal and state laws, nonprofit integrity standards and any applicable charter authorizer policies and regulations regarding ethics and conflict of interest. Therefore, the Corporation shall not be a party to any transaction:

(a) in which one or more of its Directors or Officers has a material financial interest, or

(b) with any Corporation, firm, association, or other entity in which one or more Directors or Officers has a material financial interest.

10.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General; except that, however, the Corporation may advance money to a Director or Officer for expenses reasonably anticipated to be incurred in the performance of duties of such Director or Officer, if in the absence of such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

10.3 Duty of Loyalty; Construction with Article 11; Political Reform Act

Notwithstanding the foregoing Sections, nothing in this Article shall be construed to derogate in any way from the absolute duty of loyalty that every Director and Officer owes to the Corporation. Furthermore, nothing in this Article shall be construed to override or amend the provisions of Article 11. All conflicts between the two articles shall be resolved in favor of Article 11. Finally, as long as the Corporation has a valid charter petition to operate a charter school and the charter petition so requires, the Corporation and its Directors, officers and employees shall be subject to the applicable sections of the Political Reform Act, as amended from time to time.

11 INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS
A. A Director shall perform the duties of a Director, including duties as a member of any committee of the Board of Directors on which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinary prudent person in a like situation would use under similar circumstances. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by: (a) one or more officers of employees of the Corporation whom the Director believes to be reliable and competent in the matters presented; (b) counsel, independent accountants or other persons as to matters which the Director believes to be within such person’s professional or expert competence, or (c) a committee of the Board of Directors upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, so long as in any such case, the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted. All Directors and officers of the Corporation shall comply with the Corporation’s Conflict of Interest Policy.

B. Liability A person who performs the duties of a Director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person’s obligations as a Director, including without limiting the generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation, or assets held by it, are dedicated.

C. Indemnification To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and agents, including persons formerly occupying any such position, and the heirs, executors and administrators of such persons, against all expenses (including attorneys’ fees and disbursements), judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any action, suit, or proceeding, including an action by or in the right of the Corporation, by reason of the fact that the person is or was a Director, officer, employee of agent of the Corporation. Such right of indemnification shall not be deemed exclusive of any other rights to which such persons may be entitled apart from this Article V. The Corporation shall have the power to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and agents, against any liability asserted against or incurred by such persons in such capacity or arising out of the person’s status as such.

11.1 Definitions
11.1.1 Agent. means any person who is or was a Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another foreign or domestic Corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer, employee, or agent of a foreign or domestic Corporation that was a predecessor Corporation of the Corporation or of another enterprise at the request of the predecessor Corporation;

11.1.2 Proceeding. means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative

11.1.3 Expenses. includes, without limitation, all attorneys' fees, costs, and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs, and other expenses reasonably incurred in establishing a right to indemnification under this Article 11.

11.2 Applicability of Indemnification Provisions

11.2.1 Successful Defense by Agent

To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Article 11, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

11.2.2 Settlement or Unsuccessful Defense by Agent

If an Agent either settles any proceeding referred to in this Article 11, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 11.3 through Section 11.6 shall determine whether the Agent is entitled to indemnification.

11.3 Actions Brought by Persons Other Than the Corporation

This Section 11.3 applies to any proceeding other than an action "by or on behalf of the Corporation" as defined in Section 11.4. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Section 11.3 as "Third Party proceedings."

11.3.1 Scope of Indemnification in Third Party Proceedings

Subject to the required findings to be made pursuant to Section 11.3.2, the Corporation [may OR shall] indemnify any person who was or is a party, or is threatened to be made to a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

11.3.2 Required Standard of Conduct for Indemnification in Third Party Proceedings
Any indemnification granted to an Agent in Section 11.3.1 above is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

11.4 Actions Brought By or On Behalf of the Corporation

This Section 11.4 applies to any proceeding brought (i) by or in the right of the Corporation, or (ii) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing, or (iii) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding "by or on behalf of the Corporation").

11.4.1 Scope of Indemnification in Proceeding By or On Behalf of the Corporation

Subject to the required findings to be made pursuant to Section 11.4.2, and except as provided in Sections 11.4.3 and 11.4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

11.4.2 Required Standard of Conduct for Indemnification in Proceeding By or On Behalf of the Corporation

Any indemnification granted to an Agent in Section 11.4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

11.4.3 Claims Settled Out of Court

If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

11.4.4 Claims and Suits Awarded Against Agent
If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 11.4.1. for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

(a) The determination of good faith conduct required by Section 11.4.2 must be made in the manner provided for in Section 11.5; and

(b) Upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

11.5 Determination of Agent’s Good Faith Conduct

The indemnification granted to an Agent in Section 11.3 and Section 11.4 is conditioned on the findings required by those Sections being made by:

(a) the Board by a majority vote of a quorum consisting of Directors who are not parties to the proceeding; or

(b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

11.6 Limitations

No indemnification or advance shall be made under this Article 11, except as provided in Section 11.2.1 or Section 11.5(b), in any circumstances when it appears:

(a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

11.7 Advance of Expenses

Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled to be indemnified as authorized in this Article 11.
11.8 Contractual Rights of Non-Directors and Non-Officers

Nothing contained in this Article 11 shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

11.9 Insurance

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Article 11, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Article 11.

11.10 Non-applicability of Fiduciaries of Employee Benefit Plans

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the Corporation as defined in Section 11.1 of this Article. The Corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by law.

12 CORPORATE RECORDS, REPORTS AND SEAL

12.1 Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors. All books and records of the Corporation may be inspected by any Director, or his agent or attorney, for any proper purpose at any reasonable time.

12.2 Articles of Incorporation and Bylaws

The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

12.3 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

12.4 Annual Report; Statement of Certain Transactions

The Board shall cause an annual report to be sent to each Director within 120 days after the close of the Corporation's fiscal year containing the following information:

(a) The assets and liabilities of the Corporation as of the end of the fiscal year;
(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for this fiscal year;

(d) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year;

(e) A statement of any transaction (i) to which the Corporation, its parent, or its subsidiary was a party, (ii) which involved more than $50,000 or which was one of a number of such transactions with the same person involving, in the aggregate, more than $50,000, and (iii) in which either of the following interested persons had a direct or indirect material financial interest (a mere common Directorship is not a financial interest):

(I) Any Director or Officer of the Corporation, its parent, or its subsidiary;

(2) Any holder of more than 10% of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include: (i) a brief description of the transaction; (ii) the names of interested persons involved; (iii) their relationship to the Corporation; (iv) the nature of their interest in the transaction, and; (v) when practicable, the amount of that interest, provided that, in the case of a partnership in which such person is a partner, only the interest of the partnership need be stated.

(t) A brief description of the amounts and circumstances of any loans, guaranties, indemnifications, or advances aggregating more than $10,000 paid during the fiscal year to any Officer or Director under Article 10 or Article 11.

12.5 Rights of Inspection

Every Director shall have the absolute right at any reasonable time to inspect the books, records, documents of every kind, and physical properties of the Corporation and each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents. If the Corporation has a valid charter petition and the charter petition requires compliance with the "Public Records Act", the public shall have the rights to inspection of public records as set forth therein.

12.6 Corporate Seal

The corporate seal, if any, shall be in such form as may be approved from time to time by the Board. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.
13.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instruments in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

13.2 Loans

No loans shall be contracted on behalf of the Corporation, and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined by specific instances.

13.3 Checks, Drafts and Orders

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, or the Corporation in such manner as shall from time to time be determined by resolution of the Board of Directors.

13.4 Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

13.5 Gifts

Any Director or officer may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes of or for any special purpose of the Corporation.

13.6 Charitable Contributions

No officer shall make charitable contributions in the name of, from the funds of, or on behalf of the Corporation without prior authorization by the Board of Directors.

13.7 Fiscal Year

The fiscal year of the Corporation shall be the school year (starting July 1 and ending June 30).

14 CONSTRUCTION AND DEFINITIONS
Unless the context requires otherwise, the general provisions, rules of construction, and definitions of Kentucky Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term “person” includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

15 EFFECTIVE DATE AND AMENDMENTS

15.1 Effective Date

These Bylaws and any subsequent amendments to them shall become effective immediately upon their adoption, unless the Board in adopting them, provides that they are to become effective at a later date.

15.2 Amendment by Directors

These Bylaws may be amended, altered, changed, added to, or repealed by the affirmative vote of a majority of the Board of Directors. Such power is subject to the following limitations:

(a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.

(b) No amendment may extend the term of a Director beyond that for which such Director was elected.

(c) If Bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws, unless such notice is waived in accordance with these Bylaws.
RCA Board Code of Ethics

As a member of the River Cities Academy Board of Directors, all members must adhere to a strict code of ethics. All individual members are held to the standard of the whole. All board actions must be centered on the welfare of all students. River Cities Academy (RCA) is a student-centered school, and therefore, the board with each of its members shall adhere to the following ethical standards:

• Be fair, just and impartial in all the decisions as a school board member
• Come to every meeting prepared for the work to be undertaken at that session
• Accord other members, parents and the community with respect
• Seek involvement in my decision making by those I have been elected to represent
• Uphold all laws, regulations and final court orders pertaining to schools and related processes
• Be honest with my colleagues, district personnel, my constituents and other interested parties
• Respect the professional expertise of district staff in the management of our schools
• Ensure the prudent and accountable use of the district’s resources and finances
• Listen to other points of view with an open mind
• Pursue opportunities to improve my knowledge of educational issues and board skills
• Refuse to surrender my judgment to any individual or group at the expense of the district
• Keep confidential any information that is privileged under Kentucky law or board policy
• Recognize the scope of my role as a board member and that of the board as a whole
• Work collaboratively with fellow board members to adopt and apply board policies
• Refer issues requiring administrative action to the appropriate school or district authority
• Refrain from actions which would encroach on the assigned responsibilities of school personnel
• Avoid conflicts of interest as well as any public appearances of conflicts with my office
• Express my opinion but upon final board action accept the will of the majority
• Make no promise or take individual steps that may impede the ethical performance of my duties
Attachment 18
School Staffing Charts
Also refer to Attachment 15

Projected Staff for 2020/2019 School Year

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<tr>
<th>Position</th>
<th>Staff Type</th>
<th>Operational or Support Staff</th>
</tr>
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<tr>
<td>Principal /Leader</td>
<td>Administrative</td>
<td>Operational</td>
</tr>
<tr>
<td>Dean of Academics/Operations</td>
<td>Administrative</td>
<td>Operational</td>
</tr>
<tr>
<td>0.75 Finance</td>
<td>Administrative</td>
<td>Operational</td>
</tr>
<tr>
<td>0.2 Counselor</td>
<td>Non-Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Administrative</td>
<td>Operational</td>
</tr>
<tr>
<td>Admin. Assistant</td>
<td>Administrative</td>
<td>Operational</td>
</tr>
<tr>
<td>10 General Education teachers</td>
<td>Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>2.5 “Specials” Teachers</td>
<td>Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>3 Instructional Aids</td>
<td>Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Special Education Aid</td>
<td>Instructional</td>
<td>Support Staff</td>
</tr>
<tr>
<td>Substitute teacher</td>
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<td>Support Staff</td>
</tr>
<tr>
<td>2.5 Nutrition</td>
<td>Administrative</td>
<td>Operational</td>
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The anticipated student/teacher (incl aids) ratio for 2020/2021 based on full enrollment is 13.4/1
Employee Handbook
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IMPORTANT INFORMATION

This handbook is a general source of information, it is not intended to be, and should not be interpreted as a contract. It is not an all encompassing document and may not cover every possible situation or unusual circumstance. Please note that this handbook is subject to revision, and addenda may be issued during the year. River Cities Academy retains the sole right to modify, suspend, interpret, or cancel in whole or part, at any time, and with or without notice, any of the published or unpublished personnel policies or practices. It is the employee’s responsibility to refer to the actual policies and/or administrative procedures for further information.

Any employee is free to review official policies and procedures and is expected to be familiar with those related to their job responsibilities. Employees and students who fail to comply with policies may be subject to disciplinary action.

As indicated by my signature on the Acknowledgment of Receipt and Acceptance of the River Cities Academy Employee Handbook, I understand that it is my responsibility to become familiar with the contents of the handbook, as well as the policies of River Cities Academy.

I further understand and specifically agree to the following:

This handbook represents a summary of some of the more important policies of River Cities Academy. It is not intended to be the inclusive of all policies or practices.

My employment will be subject to the provisions contained in this handbook along with any subsequent changes or amendments.

River Cities Academy retains the sole right to modify, suspend, interpret, or cancel in whole or part, at any time, and with or without notice, any of the published or unpublished personnel policies or practices.

River Cities Academy does not recognize or enter into verbal or implied contracts for employment.
MISSION STATEMENT

To realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character.
A. GENERAL TERMS OF EMPLOYMENT

I. **EQUAL OPPORTUNITY EMPLOYMENT**

River Cities Academy is an Equal Opportunity Employer. River Cities Academy does not discriminate on the basis of age, color, disability, race, national origin, religion, sex, or genetic information, as required by law.

Reasonable accommodation for individuals with disabilities will be made as required by law.

If considerations of sex, age or disability have a bona fide relationship to the unique requirements of a particular job or if there are federal or state legal requirements that apply, then sex, age or disability may be taken into account as a bona fide occupational qualification, provided such consideration is consistent with governing law.

II. **HARASSMENT AND DISCRIMINATION**

River Cities Academy intends that employees have a safe and orderly work environment in which to do their jobs. Therefore, the Board does not condone and will not tolerate harassment of or discrimination against employees, students, or visitors to the school, or any act prohibited by Board policy that disrupts the work place or the educational process and/or keeps employees from doing their jobs.

Any employee who believes that they, or any other employee, student, or visitor to the school, is being or has been subjected to harassment or discrimination shall bring the matter to the attention of their Principal/immediate supervisor or other individual as required by Board policy. The Board will investigate any such concerns promptly and confidentially.
No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning River Cities Academy position prohibiting harassment/discrimination, assistance in reporting and responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the Board’s policies and related procedures. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation and a written report.

**III. Hiring**

All qualified personnel will be required to sign a written contract with River Cities Academy, excluding substitute teachers working on less than a full-time basis. All regular full-time and part-time classified employees also shall receive a contract.

A qualified teacher will only be hired if they possess a current teaching certificate as issued by the Education Professional Standards Board.

All personnel must undergo a required background check, as outlined below. All candidates will also be interviewed for their position and the all-around most qualified candidate(s), as determined by River Cities Academy, will be offered the position.

**IV. Background Check**

All applicants, employees, and student teachers must undergo a background check as required by law.

New hires and student teachers with the school must have a letter from the Cabinet for Health and Family Services documenting the individual does not have a substantiated finding of child abuse or neglect.
An employee shall report to the Principal if the Cabinet for Health and Family Services has substantiated an allegation of abuse or neglect of a child by said employee, and if the employee has waived the right to appeal such a substantiated finding or the finding has been upheld upon appeal.

V. **CERTIFICATION AND LICENSES**

All teachers are required to be qualified teachers and therefore must be certified by the Education Professional Standards Board to teach in the Commonwealth of Kentucky. Each teacher is solely responsible for maintaining their certified status during their entire employment.

VI. **JOB RESPONSIBILITIES**

All employees receive a copy of their individual job description and responsibilities for review. All employees may be assigned additional duties as needed by their immediate supervisor. Any questions regarding an employee’s duties and responsibilities should be directed to their immediate supervisor. All employees are to undertake all of their work utilizing sound and rational judgment to protect the health and safety of others, themselves, school property, and the personal property of others.

When there is evidence that an employee is no longer able to perform satisfactorily the assigned duties due to possible physical or mental health issues, the Principal may require the employee to provide evidence of ability to perform the essential functions of the position in the form of an examination and report by an appropriate health care and/or occupational professional of the Principal’s choosing. The Board shall bear the cost of this examination. In an emergency situation, the Principal may suspend the employee temporarily, without pay, pending the examination by the health care and/or occupational professional. Upon recommendation of the Principal, the Board may place the employee on involuntary disability leave.
VII. **Hours of Work**

Teachers are to be at school from 7:30 AM until at least 4:30PM, Monday through Friday, during the school year. Teachers are expected to remain on school grounds during the entire work day and are expected to attend all faculty meetings.

Repeated instances of tardiness may subject a teacher to disciplinary procedures. *See Attendance/Leave Policy Below.*

VIII. **Work Attire**

All faculty are expected to dress in a professional manner. Teachers should dress as professional role models for the students. As such, no revealing clothing or clothing with inappropriate slogans or designs are permitted. Non-professional attire includes, but is not limited to, shorts, leggings, yoga pants, and crop tops.

IX. **Professional Ethics and Civility**

All employees shall act in a polite, courteous, and helpful manner when dealing with one another, students, parents, or other members of the public.

All teachers and substitute teachers are expected to follow all aspects of the Code of Ethics for Certified School Personnel as stated in 16 KAR 1:020, and similar standards which may be adopted by the Kentucky legislature or the Education Professional Standards Board.

X. **Employee Evaluations**

All employees shall have their performances evaluated annually by their immediate supervisor, this may include an interview if the immediate supervisor believes it to be necessary. The employee may
review the findings of the evaluation upon request and may submit a written response to be attached to the evaluation if desired.

XI. **CLASS OBSERVATIONS**

Teachers will have their class observed at least once each school year to provide the teacher with constructive feedback and advice on how they might better improve their instructional techniques, lesson plans, and classroom management. The observer(s) shall provide written feedback to the teacher in a timely manner, a copy of which will be maintained by the office and will be used for the teacher’s employee evaluation. Additional observations may occur at the discretion of the teacher’s supervisor or the principal if it is deemed necessary to help the teacher improve. No advanced noticed is required by the observer(s) to the teacher that such an observation is to occur.

XII. **SMOKING AND TOBACCO PRODUCTS**

The use of any tobacco product or accessory on school grounds is strictly forbidden. This includes, but is not limited to, cigarettes, cigars, electronic cigarettes, chewing tobacco, loose tobacco, and shisha. Any employee found to be using such items on school grounds may be subject to disciplinary procedures. Any employee who has such tobacco products must keep them concealed in a bag, purse, car, or similar method to ensure they are not easily observable or locatable by a student.

XIII. **WEAPONS**

The use or possession of any weapon such as a firearm or other deadly weapon, destructive device, or booby trap on school grounds or at any school sponsored activity is strictly forbidden, except
where expressly permitted by law. Carrying of concealed weapons is forbidden as well except for authorized law enforcement officials.

Any employee in violation of the above may be subject to disciplinary procedures which may include immediate termination. Violations may also result in a notification to the proper legal officials.

Employees who believe this policy has been violated should promptly make a report to the local police department, sheriff, or the Kentucky State Police.

**XIV. DRUGS AND ALCOHOL**

No employee may be under the influence of, or involved in the manufacture, sale, distribution, dispensing, purchasing, possession, use, or attempting to obtain, sell, or transfer any of the following while on school grounds or in the performance of their duties:

1. Alcoholic Beverages, or their substitutes;

2. Controlled substances, prohibited drugs or substances, and drug paraphernalia. These include all such substances which are classified as such, or in a similar manner, under either state or federal law; and

   a. This also includes prescription drugs that are intended for sale or distribution to others.

3. Substances that are similar to a controlled substance if there is evidence the employee was attempting to, or was going to attempt to pass them off as an illegal substance.

Any employee in violation of the above may be subject to disciplinary procedures which may include immediate termination. Violations may also result in a notification to the proper legal officials.
Teacher’s reprimanded or disciplined for engaging in misconduct involving the illegal use of a controlled substance shall submit to random or periodic drug testing, as determined by the Board and applicable law, as a condition of maintaining employment with River Cities Academy if they are not terminated for the incident.

XV. **Cell Phones**

All cell phones should be turned off or muted during working hours from 7:30 AM until at least 4:30 PM and during any meetings. If a teacher or member of staff anticipates a call during the school day, they should make appropriate arrangements to ensure minimal disruption to the students. At no time should a teacher be on the phone, either on a phone call, texting, or social media, in the presence of students.

XVI. **Email**

Email accounts provided by River Cities Academy are for the purpose of furthering the Mission of River Cities Academy. As such, all communications between employees, from an employee to a student, and from an employee to a parent should be done through the school provided email. Even when email communication is informal, it should never contain profanity, inappropriate comments; it should never violate our equal employment opportunity policy, or our harassment policy. All employees are expected to conduct themselves in a professional manner in all email communications.

Employees using River Cities Academy provided email accounts should be aware of the following:

- All email sent or received utilizing a River Cities Academy provided email account is the property of River Cities Academy.
- These accounts are not private to the individual or individuals utilizing them.
• River Cities Academy reserves the right to read any emails sent or received by the employee’s school email account, including any attachments, at any time and for any reason.

XVII. SOCIAL NETWORKING SITES

All employees are to maintain a professional presence on social media, if they choose to have a presence on social media. Any statements, photographs, or videos made on an employee’s social media account may be cause for dismissal, even if not made by the employee but is permitted by them to remain on their social media account. This includes defamatory, derogatory, discriminatory, or bigoted comments made about the school administration, other teachers, students, parents, and other individuals or groups.

XVIII. INTELLECTUAL PROPERTY

All work created by an employee as part of their employment is the sole property of River Cities Academy during and after the employment of the individual(s). This includes, but is not limited to, lesson plans, assessments, worksheets, tests, and units.

XIX. INFORMATION SECURITY BREACH

Information security breaches shall be handled in accordance with KRS 61.931, KRS 61.932, and KRS 61.933 including, but not limited to, investigations and notifications.

Within seventy-two (72) hours of the discovery or notification of a security breach, the River Cities Academy shall notify the Commissioner of the Kentucky State Police, the Auditor of Public Accounts, the Attorney General, and the Education Commissioner.
XX. **Use of School Property**

Employees are responsible for school equipment, supplies, books, furniture, and apparatus under their care and use. Employees shall immediately report to their immediate supervisor any property that is damaged, lost, stolen, or vandalized.

XXI. **Suspected Child Abuse**

Any school employee who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately make a report to a local law enforcement agency, the Department of Kentucky State Police, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's Attorney, or the County Attorney.
B. COMPENSATION AND BENEFITS

I. SALARY AND WAGES

Paychecks are issued according to the annual schedule established by the Board. All employees shall be paid based on their position, experience, duration of their tenure with River Cities Academy, education, and their employee evaluations, if available. Employees shall be informed of their salary for the coming academic year at least 30 days prior to the beginning of classes.

II. INSURANCE

The Board shall determine, prior to the beginning of the school year, if additional insurance, beyond what is required by law, will be offered to employees. This determination shall be made at least 30 days prior to the beginning of classes to give eligible employees the opportunity to enroll if desired.

III. RETIREMENT ACCOUNTS

River Cities Academy employees shall participate in the Teachers' Retirement System or the County Employees Retirement System, if eligible. Additional retirement accounts or benefits will be determined by the Board prior to the beginning of the school year. If the Board does elect to provide additional retirement accounts or benefits employees shall be notified at least 30 day before the beginning of classes and have the opportunity to participate in the additional retirement accounts and benefits if desired.
C. TIME AWAY FROM WORK AND LEAVES

In order to provide the highest level of service, employees are expected to be at work and on time every day. However, when circumstances dictate, the Board provides various types of leave and time away from work programs under which absences may be authorized. Employees who must be absent should inform their immediate supervisor as soon as possible.

All absences shall be accounted for under an appropriate leave policy.

Authorization of leave and time taken off from one’s job shall be made in accordance with specific leave policy. All leave must be taken in whole day or half day increments, unless otherwise noted. Absence from work that is not based on appropriate leave may lead to disciplinary consequences, up to and including termination of employment.

I. PAID TIME AWAY FROM WORK

PERSONAL LEAVE

Personnel employed for 260 days shall be eligible for fourteen (14) days of Personal Leave with pay each school year. Use of Personal Leave must be approved in advance. Unused Personal Leave does not accumulate. Personal leave shall not be taken on the opening or closing day of school (first or last day of classes for students and first and last non-flexible staff development day for teachers). A request to waive this prohibition to use personal leave on the opening or closing day of school may be granted by the Principal on a case-by-case basis.

In addition, immediate supervisors are authorized to limit the use of personal leave during emergencies which result in the unavailability of an adequate number of qualified substitute employees.
**Sick Leave**

River Cities Academy wants a healthy learning environment for all employees, students and visitors. If an employee is sick, they should stay home, with pay. However, if an employee is off for more than three (3) consecutive days or ten (10) days in total, they must file a personal affidavit certifying under oath or a certificate of a physician stating that the employee was ill or that the employee was absent for the purpose of attending to a member of the immediate family who was ill. Falsification of a sick leave affidavit is cause for disciplinary action.

**Civic Time**

Any employee who serves on a jury in local, state or federal court will be granted paid leave (minus any jury pay, excluding expense reimbursement) for the period of their jury service.

Jury leave is available for time required to serve on a jury and for travel time back to the work site. Employees are expected to return to their work responsibilities if released with at least one (1) hour remaining in their work day.

The jury leave card can be obtained from the immediate supervisor. Employees must report the dates and number of hours served during the pay period. The jury leave card must be submitted to the immediate supervisor for submission to the main office. Verification from the court of dates served must be provided.

Employees who will be absent from work to serve on a jury must notify their immediate supervisor in advance.

**Maternity Leave**

River Cities Academy employees are eligible for thirty (30) days of paid maternity leave following the birth or adoption of a child. The parent of a newborn or an employee who adopts a child may also request an unpaid leave of absence not to exceed the remainder of the semester in which the birth or
placement occurred. Thereafter, leave may be extended in increments of one (1) semester, not to exceed two (2) consecutive school years.

Employees eligible for FMLA are entitled to up to twelve (12) workweeks of unpaid leave to care for the employee’s child after birth or placement of a child with the employee for adoption or foster care. FMLA to care for an employee’s healthy newborn baby or minor child who is adopted or accepted for foster care will run concurrently with provided maternity leave. Any remaining FMLA must be taken within twelve (12) months of the birth or placement of the child.

II. UNPAID LEAVE

FAMILY AND MEDICAL LEAVE

In accordance with the Family Medical Leave Act of 1993 (FMLA), eligible River Cities Academy employees are provided up to twelve (12) workweeks of unpaid leave in a 12-month period. An employee is eligible to participate in the FMLA program if they have been employed by River Cities Academy for twelve (12) months and have worked at least 1,250 hours during the twelve (12) months preceding the start of the leave, and otherwise qualify for family and medical leave for one of the reasons below:

1. For the birth and care of an employee’s newborn child or for placement of a child with the employee for adoption or foster care;

2. To care for the employee’s spouse, child or parent who has a serious health condition, as defined by federal law;

3. For an employee’s own serious health condition, as defined by federal law, that makes the employee unable to perform their job;

4. To address a qualifying exigency (need) defined by federal regulation arising out of the covered active duty or call to active duty involving deployment to a foreign country of the employee’s spouse, son, daughter, or parent who serves in a reserve component or as
an active or retired member of the Regular Armed Forces or Reserve in support of a contingency operation; or

5. To care for a covered service member (spouse, son, daughter, parent or next of kin) who has incurred or aggravated a serious injury or illness in the line of duty while on active duty in the Armed Forces that has rendered or may render the service member medically unfit to perform their duties or to care for a covered veteran with a serious injury or illness as defined by federal regulations.

This leave may be taken consecutively, or when the leave is due to a serious health condition, on an intermittent or reduced schedule basis. When FMLA is taken based on a serious illness or injury of a covered service member, an eligible employee may take up to twenty-six (26) workweeks of leave during a single twelve-month period.

To the extent that an employee is entitled to any paid leave, such leave shall be taken and it shall run concurrently with FMLA. (This provision does not apply to Workers’ Compensation leave.)

Employees should contact their immediate supervisor as soon as they know they will need to use Family and Medical Leave.

**UNPAID LEAVE OF ABSENCE**

Employees may be granted up to fifteen (15) consecutive days without pay away from their assigned duties, provided the days do not fall under any other appropriate Board leave policy and the employee has exhausted all other leave provided to them. Any unpaid leave of absence will be granted on written request to the employee’s immediate supervisor along with prior approval of the Board. Upon the supervisor’s approval, the request shall be forwarded to the Principal to be placed on the Board agenda for approval.
Extended leave may be granted by the Board, after all other leave has been exhausted, upon written request, for the remainder of the school year. Thereafter, leave may be extended by the Board in increments of one (1) semester, not to exceed two (2) consecutive school years.

Employees shall submit a written request to the Board along with a licensed physician's verification of disability. The Board shall notify the appropriate supervisor if the leave request is approved. The Principal may require an employee to secure a medical practitioner’s verification of a medical condition that will justify the need for disability leave.

For any employee seeking unpaid leave, whose absences qualify for sick leave shall use such leave prior to requesting any days without pay. Employees who have exhausted personal and sick leave and whose health condition continues to prevent them from being on the job, should apply for a leave of absence without compensation to begin at the close of their last paid day so as to enable them to protect fringe benefits through direct payment.

Retirement and experience credit for step up on the appropriate salary schedule is not accumulated while an employee is on unpaid leave.

Employees who are absent without pay and without authorization for more than fifteen (15) continuous working days may be responsible for payment of premiums for insurance benefits if insurance is offered by the Board.

**Educational and Professional Leave**

The Board may grant unpaid leave for a period no longer than two (2) consecutive years for educational or professional purposes. Leave may be granted for full-time attendance at universities, other training/professional activities, to participate in educational related and/or professional growth and development activities. The leave activity must be either a part of the professional growth plan of the employee or must be related to the goals of the District/school and or the District/school improvement plan. Leave will not be granted for part-time educational activities. At
the conclusion of approved leave, a Leave Evaluation Form is to be submitted to the employee’s supervisor for placement in the employee’s folder. The completed evaluation should also be forwarded to the budget manager for information.

Written application for educational/professional leave must be made at least sixty (60) days before the leave is to begin.

**Absenteeism, Tardiness, and Substitutes**

Every employee is expected to notify their immediate supervisor when they must be tardy or absent. Staff in positions requiring substitutes must inform their immediate supervisor and contact Sub Placement Services no later than 24 hours (if possible) to request a substitute for the day.
D. STUDENT ISSUES AND POLICIES

I. **EQUAL EDUCATIONAL OPPORTUNITIES**

River Cities Academy believes in the importance of education to all individuals and does not discriminate on the basis of ethnicity, race, color, religion, national origin, sex, age, disability, special needs, genetic information, English language proficiency, income level, sexual orientation, gender identity or expression, athletic ability, academic ability, any other ground that would be unlawful if done by a public school, or any other ground that is protected by law.

II. **STUDENT CONDUCT**

Students are expected to follow the classroom rules, campus rules, rules listed in the Student Handbook, and other rules that might be given by a teacher or the principal. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the Board. Employees that have concerns about a particular student’s conduct should contact the classroom teacher or principal.

III. **ADMINISTERING MEDICATIONS**

No employee who is not a licensed physician, advanced practice registered nurse, registered nurse, or a licensed practical nurse and who is not employed in such a role with River Cities Academy may administer any form of health services or healthcare to a student. This includes but is not limited to the administration of medications; the operation, maintenance, or health care through the use of medical equipment; or the administration of clinical procedures.
Nothing in this section prohibits the use of first aid or emergency procedures when they are necessary to ensure the health and safety of a student.

IV. **Kentucky Family Education Rights and Privacy Act**

River Cities Academy follows the Kentucky Family Education Rights and Privacy Act to maintain the privacy and confidentiality of the records of its students. No employee is permitted to disclose any aspect a student’s educational record to another person without the express written consent of the student’s parent/guardian, unless the disclosure is to:

1. Other school officials, including teachers, with legitimate education interests and purposes.
2. Other school systems, colleges, and universities to which the student has sought enrollment and transfer, or from which the student was graduated.
3. Federal, state, or local officials who carry out a lawful function and who are authorized to receive this information pursuant to statute or regulation. This authority includes requests from any agency of the federal and state government for the purpose of determining a student's eligibility for military service.
4. Federal, state, or local officials to whom the information is required to be disclosed or reported.
5. Individuals or organizations conducting legitimate studies, surveys, and data collection in such a manner so as not to permit personal identification of the students or parents.
6. Accrediting organizations enlisted to carry out accrediting functions.
E. DISCIPLINARY PROCEDURES AND TERMINATION OF
EMPLOYMENT

I. RESIGNATION

An employee who wishes to resign their position must give at least ten (10) work days’ written
notice to their supervisor and the Principal. If timely written notification is not received, the
employee’s benefits could be jeopardized.

Employees who fail to give ten (10) workdays’ notice of resignation shall not be paid for any unused
vacation leave.

No teacher shall be permitted to terminate their contract within fifteen (15) days prior to the
beginning of the school term without consent of the Principal. Any teachers requesting release from
their contract shall notify the Principal. Requests for release from contracts other than for
emergency reasons (as determined by the Principal) shall state that the teacher is willing to remain
until a satisfactory replacement can be obtained.

II. DISCIPLINE

Employee discipline will be carried out by the Principal and the Board as determined by Board
policies. Discipline may occur for any violation of this Handbook, Board policies, terms of an
employment contract, and other reasons as determined by the Board. Potential punishments include,
but are not limited to, verbal or written warnings, suspension without pay, and termination of
employment.
III. **Termination**

Employees who engage in immoral conduct that is unbecoming of school faculty and staff will be terminated. Immoral conduct is conduct involving dishonesty, criminal actions or sexual misconduct that has a rational connection to the disruption of school purposes.
ACKNOWLEDGMENT OF RECEIPT AND ACCEPTANCE OF THE RIVER CITIES ACADEMY EMPLOYEE HANDBOOK

EMPLOYEE COPY

I acknowledge that I have received or have access to a copy of the River Cities Academy Employee Handbook. A copy of which is available online at https://www.rivercitiesacademy.org/. I understand the employee handbook contains important information about River Cities Academy and my role, responsibilities, and duties as an employee. I acknowledge that I am expected to be familiar with the contents.

I also understand that I have an obligation to inform my supervisor of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation. My signature on this form is acknowledgment that I agree that I am legally responsible for any fines or fees charged to the school incurred by me or a reduction in salary for breach of contract.

I understand that the employee handbook is a general source of information and may not include every possible situation that may arise. The information in this Handbook is subject to change. I understand that changes in the policies of River Cities Academy may supersede, modify or eliminate the information summarized in this Handbook. As the River Cities Academy provides updated policy information, I accept responsibility for reading and abiding by the changes.

I acknowledge that the Employee Handbook is not intended, and does not constitute a contract between River Cities Academy and any one or all of its employees.

Signature: ___________________________
Print Name: _________________________
Date: ___________________________

[PLEASE RETAIN THIS COPY FOR YOUR OWN RECORDS]
I acknowledge that I have received or have access to a copy of the River Cities Academy Employee Handbook. A copy of which is available online at https://www.rivercitiesacademy.org/. I understand the employee handbook contains important information about River Cities Academy and my role, responsibilities, and duties as an employee. I acknowledge that I am expected to be familiar with the contents.

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Signature: __________________________

Print Name: __________________________

Date: __________________________

[PLEASE SIGN AND GIVE THIS FORM TO THE MAIN OFFICE BEFORE THE BEGINNING OF THE SCHOOL YEAR OR WITHIN TWO WEEKS FROM THE START OF EMPLOYMENT, WHICHEVER IS SOONER]
Name:  
Title:  
Date:  
Review Period:  
Manager:  
Area:  

### Rating Scale

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<td>Outstanding</td>
<td>Your performance in this category is more than expected. Keep up the good work.</td>
<td>You’re meeting expectations. Let’s figure out how we can improve even more.</td>
<td>I haven’t seen enough from you in this category. Refer to the Performance Improvement Plan.</td>
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<td>I have been more than impressed by your performance in this category.</td>
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### Employee Performance Rating in 13 Key Criteria

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<td>1. Solves Problems</td>
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<td>5. Makes Decisions</td>
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<td>6. Sets High Expectations</td>
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<td>7. Uses evaluative activities and feedback</td>
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<td>9. Interacts with Students &amp; Staff</td>
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<td>10. Interacts with parents and Community</td>
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<td>13. Supports School Policies &amp; procedures</td>
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### Student Evaluation Results

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<th>Evaluation Method</th>
<th>Base Period</th>
<th>Current Period</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Accomplishments</strong></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
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<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
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<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
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<table>
<thead>
<tr>
<th><strong>Other Comments</strong></th>
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<table>
<thead>
<tr>
<th><strong>Key Actions moving forward</strong></th>
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Attachment 21 Teacher Performance Review Template

Name: 
Title: 
Date: 
Review Period: 
Manager: 
Area: 

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<tr>
<th>Rating Scale</th>
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<td>4</td>
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<tr>
<td>Outstanding</td>
</tr>
<tr>
<td>I have been more than impressed by your performance in this category.</td>
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<th>Employee Performance Rating in 13 Key Criteria</th>
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<tr>
<td>Category</td>
</tr>
<tr>
<td>1. Plans Instruction &amp; Implements the Lesson</td>
</tr>
<tr>
<td>2. Innovates</td>
</tr>
<tr>
<td>3. Leads</td>
</tr>
<tr>
<td>4. Motivates Students</td>
</tr>
<tr>
<td>5. Demonstrates Knowledge of Curriculum</td>
</tr>
<tr>
<td>6. Sets High Expectations</td>
</tr>
<tr>
<td>7. Uses evaluative activities and feedback</td>
</tr>
<tr>
<td>8. Manages the Classroom</td>
</tr>
<tr>
<td>9. Interacts with Students</td>
</tr>
<tr>
<td>10. Interacts with parents and Community</td>
</tr>
<tr>
<td>11. Interacts with Administration</td>
</tr>
<tr>
<td>12. Involved in professional Growth</td>
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<td>13. Supports School Policies &amp; procedures</td>
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<table>
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<th>Student Evaluation Results</th>
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<tr>
<th>Key Actions moving forward</th>
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Principal: ____________________  Employee: ____________________

Date: ________________________  Date: ________________________
### Start Up Plan (Dates would flex to final authorization Date)

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<th>Timeline</th>
<th>Task</th>
<th>Responsibility</th>
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<td>June 1, 2019</td>
<td>RCA Authorized</td>
<td>Newport School Board</td>
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<td>1 per Month</td>
<td>RCA Board Meetings</td>
<td>RCA Board</td>
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<td>July 1, 2019</td>
<td>Finalize facility location</td>
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<td>Aug 1, 2019</td>
<td>Governance Training</td>
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<td>Aug 1, 2019</td>
<td>Formally approve board policies</td>
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<tr>
<td>Sept 3, 2019</td>
<td>Adopt Policies related to enrollment and student lotteries</td>
<td>RCA Board</td>
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<tr>
<td>Oct 1, 2019</td>
<td>Hire A School Leader</td>
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<tr>
<td>Oct 1, 2019</td>
<td>Adopt a School Calendar</td>
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<tr>
<td>Nov 1, 2019</td>
<td>Develop Detailed Curriculum</td>
<td>RCA Board, Dean of Students</td>
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<tr>
<td>Nov 1, 2019</td>
<td>Establish an official school technology system</td>
<td>Leader</td>
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<tr>
<td>Dec 1, 2019</td>
<td>Adopt Personnel &amp; Student Handbooks and related policies</td>
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<tr>
<td>Dec 1, 2019</td>
<td>Adopt policies and procedures for serving special populations</td>
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<td>Dec 30, 2019</td>
<td>Market RCA opening date</td>
<td>Leader, Administrator</td>
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<td>Jan 13, Mar 2, May 4, July 6 2020</td>
<td>Hold Multiple Community Meetings to engage the community</td>
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<td>Jan 13, 2020</td>
<td>Determine Transportation System</td>
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<tr>
<td>Jan 13, 2020</td>
<td>Establish fiscal and internal control policies that ensure board oversight over financial management</td>
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<td>Jan 13, 2020</td>
<td>Develop Payroll System (incl retirement system, etc.)</td>
<td>Leader, RCA Board</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Develop final Org Chart &amp; reporting Structures</td>
<td>Leader, RCA Board</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Develop Detailed budget based on expected enrollment</td>
<td>Leader</td>
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<tr>
<td>Date</td>
<td>Task Description</td>
<td>Responsible Party</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Finalize Employment Policies</td>
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<td>Feb 3, 2020</td>
<td>School Administrator to start</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Develop a strategic plan and timeline for implementation of the curriculum and instructional methods</td>
<td>RCA Board</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Recruit and hire adequate number of teachers and support personnel to match assignments and staffing plan (starting dates will be staggered)</td>
<td>RCA Board, Leader</td>
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<tr>
<td>Feb 3, 2020</td>
<td>Begin Phase 1 of Enrollment Recruitment Plan</td>
<td>RCA Board, Leader</td>
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<tr>
<td>Mar 2, 2020</td>
<td>Develop Safety Procedures</td>
<td>Leader, Administrator</td>
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<td>Mar 2, 2020</td>
<td>Develop safe-guard system for records</td>
<td>Administrator</td>
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<td>Mar 2, 2020</td>
<td>Develop Food Service/Farm to School Plan</td>
<td>Dean of Students</td>
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<td>Mar 23, 2020</td>
<td>Open for Registration</td>
<td>Leader</td>
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<tr>
<td>Apr 6, 2020</td>
<td>Dean of Students and Lead Teacher to start</td>
<td>RCA Board, Leader</td>
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<tr>
<td>Apr 6, 2020</td>
<td>Begin Phase 2 of Enrollment &amp; Recruitment plan</td>
<td>RCA Board, Leader</td>
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<tr>
<td>May 4, 2020</td>
<td>Finalize Curriculum, including Case Studies</td>
<td>Lead Teacher, Dean of Students</td>
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<tr>
<td>May 18, 2020</td>
<td>Facilities set including accessibility, drop-off/pick-up, insurance, inspections, certificate of occupancy</td>
<td>RCA Board, Leader</td>
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<tr>
<td>May 18, 2020</td>
<td>Skeleton Staff Starts (including background checks, etc.)</td>
<td>Leader, Lead Teacher</td>
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<tr>
<td>July 13, 2020</td>
<td>Balance of Staff starts</td>
<td>Leader, Lead Teacher</td>
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<tr>
<td>August 7, 2020</td>
<td>School Opens (Students report August 12, 2020)</td>
<td>RCA Board, Leader</td>
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<tr>
<td>Sept 1, 2020</td>
<td>Begin Phase 3 of Enrollment &amp; Recruitment Plan</td>
<td>RCA Board, Leader</td>
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River Cities Academy, Inc.
Projected Operating Budget - Year 1 by Month
RCA EXPENSES:
Instructional Services
Teacher Salary & Benefits
# Teachers
Dean of Academic/Operations
# Deans
Substitutes Salary & Benefits
# Substitute Teachers
Aide Salary & Benefits
# Aides
Curriculum Development/Software
Textbooks
Library Program
Testing (in addition to State testing)
Computers/iPads
Specials
Field Trips
Extra Curricular Costs
Classroom Supplies
Staff Development
Travel & Conferences
Sub Total

July

Aug

Sept

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

June

67,656
10
6,766
1
4,059
1
10,148
3
4,419
2,078
417
553
91,680
583
670
250
167
4,769
250
$194,463

67,656
10
6,766
1
4,059
1
10,148
3
4,419
2,078
417
553

67,656
10
6,766
1
4,059
1
10,148
3
4,419
2,078
417
553

67,656
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6,766
1
4,059
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10,148
3
4,419
2,078
417
553

67,656
10
6,766
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10,148
3
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2,078
417
553

67,656
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2,078
417
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250
$102,783

Special Education Services
Special Ed Teachers (Salary & Benefits)
# Sp Ed Teachers
Special Ed Aides (Salary & Benefits)
# Sp Ed Teachers Aides
Curriculum
Instructional Materials
Sub Total

6,766
1
3,383
1
125
83
$10,357

6,766
1
3,383
1
125
83
$10,357

6,766
1
3,383
1
125
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125
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$10,357

6,766
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3,383
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125
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$10,357

Student Support Programs & Services
Health Supplies & Equipment
Guidance Counselor (Salary & Benefits)
Sub Total

83
947
$1,031

83
947
$1,031

83
947
$1,031

83
947
$1,031

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$1,031

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$1,031

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$1,031

83
947
$1,031

83
947
$1,031

83
947
$1,031

Facilities
Classroom Furniture
2,183
Staff Furniture
2,716
Rent/Lease (incl ins, common area, pkng, etc) 16,667
Maintenace & Repair
1,000
Utilities (incl phone, alarm, intenet, waste, etc) 1,865
Custodial Services & Supplies
60
Renovation & Remodel
10,417
Misc
3,750
Sub Total
$38,657

2,183
2,716
16,667
1,000
1,865
60
10,417
3,750
$38,657

2,183
2,716
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60
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$33,758

16,667
1,000
1,865
60
10,417
3,750
$33,758

Transportation & Food Services
Busing Costs
School Breakfast
School Lunch
School Snacks
Cafeteria Supplies & Equipment
Cafeteria Staff (Salary & Benefits)
Sub Total

3,501
6,768
11,129
3,008
167
10,732
$35,304

3,501
6,768
11,129
3,008
167
10,732
$35,304

3,501
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167
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11,129
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167
10,732
$35,304

3,501
6,768
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3,008
167
10,732
$35,304

TOTAL
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48,712
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121,780
3
53,025
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91,680
7,000
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81,187
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40,593
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22,380
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125,000
45,000
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42,009
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133,548
36,094
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128,780
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### RCA EXPENSES:

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<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
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<td>417</td>
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<tr>
<td>Office Supplies, machines, etc</td>
<td>417</td>
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<td>417</td>
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<td>417</td>
<td>417</td>
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<td><strong>TOTAL EXPENSES</strong></td>
<td>$307,434</td>
<td>$215,754</td>
<td>$215,754</td>
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<td>$210,855</td>
<td>$210,855</td>
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<td>$2,636,635</td>
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### RCA REVENUE:

<table>
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<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
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<tr>
<td>Public Funds (based on ADA allocation)</td>
<td>186,916</td>
<td>186,916</td>
<td>186,916</td>
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<td>186,916</td>
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<td>186,916</td>
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<td>225,000</td>
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<tr>
<td>Federal and State Grants</td>
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<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>6,250</td>
<td>75,000</td>
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<td>Fundraising Events</td>
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<tr>
<td>Parent Contributions</td>
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### RCA REVENUE LESS EXPENSES:

<p>| | | | | | | | | | | | | | |</p>
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<tr>
<td><strong>+$14,233</strong></td>
<td><strong>+$105,913</strong></td>
<td><strong>+$105,913</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>-$14,188</strong></td>
<td><strong>+$98,369</strong></td>
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### River Cities Academy
#### Projected Enrollment and Attendance - first 5 years

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<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td></td>
<td># classes</td>
<td>#/Class</td>
<td>Total</td>
<td># classes</td>
<td>#/Class</td>
<td>Total</td>
<td># classes</td>
<td>#/Class</td>
<td>Total</td>
<td># classes</td>
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<tr>
<td>Year 1</td>
<td>2</td>
<td>22</td>
<td>44</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>Year 2</td>
<td>2</td>
<td>22</td>
<td>44</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>2</td>
<td>20</td>
<td>40</td>
<td>2</td>
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<td>Year 3</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td>1</td>
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<td>21</td>
<td>2</td>
<td>21</td>
<td>41</td>
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<tr>
<td>Year 4</td>
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<td>1</td>
<td>19</td>
<td>19</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Year 5</td>
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<td>0</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>9</td>
<td>22</td>
<td>201</td>
<td>10</td>
<td>20</td>
<td>200</td>
<td>12</td>
<td>20</td>
<td>240</td>
<td>14</td>
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</table>

**Average Daily Attendance:**

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<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Average Daily Attendance</th>
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<td></td>
<td>21</td>
<td>190</td>
<td>19</td>
<td>189</td>
<td>19</td>
<td>226</td>
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<td></td>
<td>19</td>
<td>264</td>
<td>19</td>
<td>284</td>
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**Attendance increase:**

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<tr>
<th>Bellevue*</th>
<th>+0</th>
<th>-1</th>
<th>+38</th>
<th>+38</th>
<th>+20</th>
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</thead>
<tbody>
<tr>
<td>Covington*</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Dayton*</td>
<td>76</td>
<td>76</td>
<td>91</td>
<td>106</td>
<td>113</td>
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<tr>
<td>Ft Thomas*</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Ludlow*</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Newport*</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Reduced/Free Lunch*</td>
<td>87</td>
<td>87</td>
<td>104</td>
<td>121</td>
<td>130</td>
</tr>
<tr>
<td>Special Needs*</td>
<td>162</td>
<td>161</td>
<td>193</td>
<td>225</td>
<td>241</td>
</tr>
</tbody>
</table>

* Based on Attendance (not Enrollment)

**Assumptions**

- **Average Attendance:** 94.5%
- **Reduced/Free Lunch:** 85%
- **Special Needs:** 12%

*Based on Attendance (not Enrollment)*

**Note:** Numbers may not add due to rounding
## Personnel Detail

<table>
<thead>
<tr>
<th></th>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>0.50</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Bring in 6 months prior to start up</td>
</tr>
<tr>
<td>Teachers</td>
<td>0.83</td>
<td>10.00</td>
<td>11.00</td>
<td>13.00</td>
<td>15.00</td>
<td>16.00</td>
<td>Bring in 1 month prior to start up</td>
</tr>
<tr>
<td>Teacher Aids</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Special Ed teachers</td>
<td>0.08</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Bring in 1 month prior to start up</td>
</tr>
<tr>
<td>Dean of Academics/Operations</td>
<td>0.08</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Bring in 1 month prior to start up</td>
</tr>
<tr>
<td>Substitute Teachers</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Office Manager</td>
<td>0.50</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Bring in 6 months prior to start up</td>
</tr>
<tr>
<td>Finance/Book Keeper</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>Part-time, Payroll is outsourced</td>
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<td>Guidance Counselor</td>
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<td>0.20</td>
<td>0.20</td>
<td>0.20</td>
<td>0.20</td>
<td>0.20</td>
<td>Part time</td>
</tr>
<tr>
<td>Executive Chef</td>
<td>0.08</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>Bring in 1 month prior to start up</td>
</tr>
<tr>
<td>Cafeteria Workers</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>3 @ 50% part time</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.08</td>
<td>22.45</td>
<td>23.45</td>
<td>25.45</td>
<td>28.45</td>
<td>29.45</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th># of Teachers</th>
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<td>0.92</td>
<td>12.00</td>
<td>13.00</td>
<td>15.00</td>
<td>17.00</td>
<td>18.00</td>
<td>12.00</td>
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<tr>
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<td>4.20</td>
<td>4.20</td>
<td>4.20</td>
<td>5.20</td>
<td>5.20</td>
<td>4.20</td>
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<td>2.00</td>
<td>2.00</td>
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<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Admin</td>
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<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>0.08</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.08</td>
<td>22.45</td>
<td>23.45</td>
<td>25.45</td>
<td>28.45</td>
<td>29.45</td>
<td></td>
</tr>
</tbody>
</table>

### Ratios based on Enrollment

| Ratio - Teachers only (ex Substitute) | 18.27 | 16.66 | 17.11 | 17.46 | 17.65 |
| Ratio - Teachers + Aids (ex Substitute) | 13.40 | 12.49 | 13.31 | 13.30 | 13.64 |
| Ratio Teachers + Leaders (ex Substitute) | 11.82 | 11.11 | 11.98 | 12.14 | 12.50 |
| Ratio - ALL (ex cafeteria) | 10.08 | 9.54 | 10.44 | 10.76 | 11.13 |

### Ratios based on Attendance (ADA)

| Ratio - Teachers only (ex Substitute) | 17.27 | 17.18 | 16.18 | 16.50 | 16.68 |
| Ratio - Teachers + Aids (ex Substitute) | 12.66 | 11.81 | 12.58 | 12.57 | 12.89 |
| Ratio Teachers + Leaders (ex Substitute) | 11.82 | 11.11 | 11.98 | 12.14 | 12.50 |
| Ratio - ALL (ex cafeteria) | 9.52 | 9.02 | 9.87 | 10.17 | 10.52 |

## Salary Detail

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<th>Salary</th>
<th>Benefits/Taxes/Ins</th>
<th>Total</th>
<th>FTE</th>
<th>Total Salaries</th>
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<td>43,853</td>
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<td>21,926</td>
<td>81,187</td>
<td>10.00</td>
<td>811,866</td>
</tr>
<tr>
<td>Teacher Aids</td>
<td>29,630</td>
<td>10,963</td>
<td>40,593</td>
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<td>121,780</td>
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<td>Special Ed teachers</td>
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<td>21,926</td>
<td>81,187</td>
<td>1.00</td>
<td>81,187</td>
</tr>
<tr>
<td>Special Ed Aids</td>
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<td>10,963</td>
<td>40,593</td>
<td>1.00</td>
<td>40,593</td>
</tr>
<tr>
<td>Dean of Academics/Operations</td>
<td>59,260</td>
<td>21,926</td>
<td>81,187</td>
<td>1.00</td>
<td>81,187</td>
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<tr>
<td>Substitute Teachers</td>
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<td>61,650</td>
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<td>Finance/Book Keeper</td>
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<td>82,200</td>
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<td>61,650</td>
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**Instructional Services**

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<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Salary &amp; Benefits</td>
<td>67,656</td>
<td>811,866</td>
<td>919,844</td>
<td>1,119,701</td>
<td>1,330,722</td>
<td>Pay all 1 month prior to opening (Salary + Benefits) $59,260</td>
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<td># Teachers</td>
<td>0.83</td>
<td>10</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Dean of Academic/Operations</td>
<td>6,766</td>
<td>81,187</td>
<td>83,622</td>
<td>86,131</td>
<td>88,715</td>
<td>$59,260</td>
</tr>
<tr>
<td># Deans</td>
<td>0.08</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Bring in 1 month prior to opening $35,556</td>
</tr>
<tr>
<td>Substitutes Salary &amp; Benefits</td>
<td>48,712</td>
<td>50,173</td>
<td>51,679</td>
<td>53,229</td>
<td>54,826</td>
<td></td>
</tr>
<tr>
<td># Substitute Teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Aide Salary &amp; Benefits</td>
<td>121,780</td>
<td>125,433</td>
<td>129,196</td>
<td>133,411</td>
<td>137,772</td>
<td>$29,630</td>
</tr>
<tr>
<td># Aides</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development/Software</td>
<td>53,025</td>
<td>34,300</td>
<td>35,293</td>
<td>36,285</td>
<td>36,803</td>
<td>Includes ongoing investment of first year at rate of 10%</td>
</tr>
<tr>
<td>Textbooks</td>
<td>24,930</td>
<td>24,848</td>
<td>29,712</td>
<td>34,626</td>
<td>37,160</td>
<td>Includes Math and other subjects</td>
</tr>
<tr>
<td>Library Program</td>
<td>500</td>
<td>5,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000 Partnership with CC Library</td>
</tr>
<tr>
<td>Testing (in addition to State testing)</td>
<td>6,633</td>
<td>2,732</td>
<td>3,275</td>
<td>3,817</td>
<td>4,100</td>
<td>Aims Webb &amp; Mind Print - as per supplier/web estimates</td>
</tr>
<tr>
<td>Computers/IPads</td>
<td>91,680</td>
<td>20,280</td>
<td>20,680</td>
<td>21,300</td>
<td>21,920</td>
<td>Based on enrollment + replacements each year $400</td>
</tr>
<tr>
<td>Standards</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>Outsourcing of some Specials, others handled internally</td>
</tr>
<tr>
<td>Field Trips</td>
<td>8,040</td>
<td>7,996</td>
<td>9,584</td>
<td>11,172</td>
<td>12,000</td>
<td>Cost per field trip, # Field Trips per year $10</td>
</tr>
<tr>
<td>Extra Curricular Costs</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>Estimate 4</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td>2,000</td>
<td>2,000</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>15,000</td>
<td>57,233</td>
<td>34,862</td>
<td>39,353</td>
<td>44,969</td>
<td>Assume as a % of Salary on an ongoing basis 2%</td>
</tr>
<tr>
<td>Travel &amp; Conferences</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>89,921</td>
<td>1,325,075</td>
<td>1,330,091</td>
<td>1,540,103</td>
<td>1,809,945</td>
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</table>

**Special Education Services**

<table>
<thead>
<tr>
<th>Item</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Teachers (Salary &amp; Benefits)</td>
<td>6,766</td>
<td>81,187</td>
<td>83,622</td>
<td>86,131</td>
<td>88,715</td>
</tr>
<tr>
<td># Special Ed Teachers</td>
<td>0.08</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Special Ed Aides (Salary &amp; Benefits)</td>
<td>40,593</td>
<td>41,811</td>
<td>43,065</td>
<td>44,357</td>
<td>45,688</td>
</tr>
<tr>
<td># Special Ed Teachers Aides</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum</td>
<td>15,000</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>2,500</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Sub Total</td>
<td>24,266</td>
<td>147,280</td>
<td>177,933</td>
<td>183,693</td>
<td>189,563</td>
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**Student Support Programs & Services**

<table>
<thead>
<tr>
<th>Item</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Supplies &amp; Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor (Salary &amp; Benefits)</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Facilities**

<table>
<thead>
<tr>
<th>Item</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Furniture</td>
<td>67,150</td>
<td>6,550</td>
<td>12,670</td>
<td>12,670</td>
<td>9,820</td>
</tr>
<tr>
<td>Staff Furniture</td>
<td>833</td>
<td>8,147</td>
<td>400</td>
<td>800</td>
<td>1,200</td>
</tr>
<tr>
<td>Rent/Lease (incl ins, common area, pkng, etc)</td>
<td>33,333</td>
<td>200,000</td>
<td>204,000</td>
<td>244,800</td>
<td>249,696</td>
</tr>
<tr>
<td>Maintenance &amp; Repair</td>
<td>2,000</td>
<td>12,000</td>
<td>12,240</td>
<td>12,485</td>
<td>12,734</td>
</tr>
<tr>
<td>Utilities (incl phone, alarm, internet, waste, etc)</td>
<td>4,320</td>
<td>22,380</td>
<td>22,828</td>
<td>23,284</td>
<td>23,750</td>
</tr>
<tr>
<td>Custodial Services &amp; Supplies</td>
<td>400</td>
<td>744</td>
<td>744</td>
<td>744</td>
<td>744</td>
</tr>
<tr>
<td>Renovation &amp; Remodel</td>
<td>50,000</td>
<td>125,000</td>
<td>127,500</td>
<td>130,050</td>
<td>132,651</td>
</tr>
<tr>
<td>Misc</td>
<td>9,947</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Sub Total</td>
<td>367,984</td>
<td>419,797</td>
<td>425,372</td>
<td>469,838</td>
<td>475,615</td>
</tr>
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RCA is Done - this is for RCAF
### Transportation & Food Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Busing Costs</td>
<td>42,009</td>
<td>41,779</td>
<td>50,076</td>
<td>58,374</td>
<td>62,700</td>
<td></td>
<td>TANK $ per Hour, # Hours per run, # days: $55, 1 day</td>
</tr>
<tr>
<td>School Breakfast</td>
<td>81,212</td>
<td>80,767</td>
<td>96,808</td>
<td>112,848</td>
<td>121,212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch</td>
<td>133,548</td>
<td>132,817</td>
<td>159,195</td>
<td>185,572</td>
<td>199,326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Snacks</td>
<td>36,054</td>
<td>35,897</td>
<td>43,026</td>
<td>50,155</td>
<td>53,872</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Supplies &amp; Equipment</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria Staff (Salary &amp; Benefits)</td>
<td>128,780</td>
<td>132,643</td>
<td>136,623</td>
<td>140,721</td>
<td>144,943</td>
<td>Exec Chef: $49,000</td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>-</td>
<td>423,643</td>
<td>425,904</td>
<td>487,727</td>
<td>549,670</td>
<td>584,052</td>
<td>3 part time people, % FTE: $30,000, 50%</td>
</tr>
</tbody>
</table>

### General Admin & Support

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leader</td>
<td>81,187</td>
<td>162,373</td>
<td>167,244</td>
<td>172,262</td>
<td>177,430</td>
<td>182,752</td>
<td>6 months for School Leader pre-opening (Salary + benefits): $118,521</td>
</tr>
<tr>
<td>Office Manager (Salary &amp; Benefits)</td>
<td>30,825</td>
<td>61,650</td>
<td>63,500</td>
<td>65,404</td>
<td>67,367</td>
<td>69,388</td>
<td>6 months of admin pre-opening (Salary + benefits): $45,000</td>
</tr>
<tr>
<td>Bookkeeping &amp; Auditing &amp; Finance</td>
<td>61,650</td>
<td>63,500</td>
<td>65,404</td>
<td>67,367</td>
<td>69,388</td>
<td>1 part time person, Percent FTE: $60,000, 75%</td>
<td></td>
</tr>
<tr>
<td>Payroll Services</td>
<td>1,800</td>
<td>3,600</td>
<td>3,672</td>
<td>3,745</td>
<td>3,820</td>
<td>3,897</td>
<td>Per Month Fee increased by inflation: $300, 2%</td>
</tr>
<tr>
<td>Banking Fees</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>Bookkeeping Plus Inc.</td>
</tr>
<tr>
<td>Inflite Campus Software</td>
<td>5,040</td>
<td>5,040</td>
<td>5,040</td>
<td>5,040</td>
<td>5,040</td>
<td>5,040</td>
<td>6 months of admin pre-opening (Salary + benefits): $420</td>
</tr>
<tr>
<td>General Liability Insurance</td>
<td>3,000</td>
<td>3,060</td>
<td>3,121</td>
<td>3,184</td>
<td>3,247</td>
<td>3,247</td>
<td>Assumption + General inflation per year: $300, 5%</td>
</tr>
<tr>
<td>Teacher Liability Insurance</td>
<td>4,860</td>
<td>5,160</td>
<td>5,760</td>
<td>6,660</td>
<td>7,000</td>
<td>7,000</td>
<td>Per teacher (and instructional support) per year: $300, 5%</td>
</tr>
<tr>
<td>Director’s &amp; Officer’s Insurance</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>$2 million in coverage ($5,000 per million): $300, 50%</td>
</tr>
<tr>
<td>Marketing/Market Research</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td></td>
</tr>
<tr>
<td>Grant Writing</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>Assumption</td>
</tr>
<tr>
<td>Staff Recruitment/Hiring (On Going)</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Legal Fees</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>Based on Bookkeeping Plus, Inc</td>
</tr>
<tr>
<td>Website Maintenance</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Office Supplies, machines, etc</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>119,087</td>
<td>331,473</td>
<td>340,475</td>
<td>350,037</td>
<td>360,167</td>
<td>369,972</td>
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</tr>
</tbody>
</table>

### TOTAL EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/2025</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation &amp; Food Services</td>
<td>$2,636,635</td>
<td>$2,652,483</td>
<td>$2,992,461</td>
<td>$3,344,389</td>
<td>$3,536,566</td>
<td></td>
</tr>
<tr>
<td>Per Student Expense (Based on ADA):</td>
<td>$13,879</td>
<td>$14,040</td>
<td>$13,215</td>
<td>$12,669</td>
<td>$12,473</td>
<td></td>
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### RCA REVENUE:

<table>
<thead>
<tr>
<th></th>
<th>Start Up</th>
<th>2020/21</th>
<th>2021/22</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/2025</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Funds (based on ADA allocation)</td>
<td>-</td>
<td>$2,242,994</td>
<td>$2,230,719</td>
<td>$2,673,739</td>
<td>$3,116,758</td>
<td>$3,347,753</td>
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</tr>
<tr>
<td>Based on ADA Funding for River Cities, factored down</td>
<td>-</td>
<td>11,807</td>
<td>12,043</td>
<td>12,284</td>
<td>12,530</td>
<td>12,780</td>
<td>1'17/18 Avg from KDE Report Cards+Inflation reduced to: 75%</td>
</tr>
<tr>
<td>Charter School Grants</td>
<td>225,000</td>
<td>225,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Local Transportation Allocation (as per Statute)</td>
<td>42,009</td>
<td>41,779</td>
<td>50,076</td>
<td>58,374</td>
<td>62,700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal and State Grants</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
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</tr>
<tr>
<td>Direct Contributions</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td>75,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundraising Events</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50,000</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>TOTAL REVENUE</td>
<td>-</td>
<td>$2,735,023</td>
<td>$2,722,498</td>
<td>$2,998,815</td>
<td>$3,400,132</td>
<td>$3,635,453</td>
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### RCA REVENUE LESS EXPENSES:

<table>
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<tr>
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<th>2023/24</th>
<th>2024/2025</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Memos: Shortfall prior to Grants and Fundraising</td>
<td>-$529,957</td>
<td>$98,369</td>
<td>$70,016</td>
<td>$6,354</td>
<td>$55,742</td>
<td>$98,886</td>
</tr>
</tbody>
</table>

MEMO: Shortfall prior to Grants and Fundraising: $-529,957, $98,369, $70,016, $6,354, $55,742, $98,886.
Attachment 26
List of Insurance Coverages

RCA will Hold the Below Required Insurance:

1. Auto and Fleet Insurance (Estimation of Coverage at $1,000,000)
2. General and Educators’ Legal Liability, Errors and Omissions (Estimation of Coverage at $1,000,000)
3. Property Insurance (Estimation of Coverage at $500,000)
4. Boiler Insurance/Equipment Breakdown Coverage (Estimation of Coverage at $500,000)
5. Unemployment Insurance (Estimation of Coverage TBD upon Approval)
6. Workers’ Compensation Insurance (Estimation of Coverage TBD upon Approval)

Other types of Insurance RCA will Consider:

1. Field Trip Insurance
2. Pollution (Environmental Liability) Insurance
3. Student Accident Insurance
4. Special Events Insurance
5. Terrorism Insurance
6. School Law Enforcement Liability Insurance
7. School Violence Insurance
8. Directors & Officers Insurance
9. Liability Insurance for Board of Directors
River Cities Academy, Inc. (RCA) has developed a financially sound plan that will ensure the majority of expenditures are spent on the high priority items of: Instructional salaries, student support and a strong upfront investment in curriculum. RCA will be a small school, starting with 200 students and growing to 300 as new grades are added. Employment grows from 22 employees in year 1 to 29 in year 5 of operations. In comparing RCA expenditures to the surrounding River Cities area, RCA has expenditures in line with those spent in other districts. Specifically on a per pupil basis, RCA is projected to spend 13% less that the regional average, outspending 4 of the local districts and spending less than 2. The current approach is over 90% funded from public funds requiring fundraising and additional grants for less than 10% of the total budget.

As briefly outlined in Section V (B), RCA’s overall financial objective is to ensure a financially stable school. In designing the school and developing a comprehensive plan, the RCA Board identified financial sufficiency as a potential barrier. As such, the idea of forming a separately operated foundation (“RCAF”), where the focus will be on fundraising was born. This separate 501(c)3 organization will ensure the needs of the students are met – with RCA (the school) focusing on curriculum and an enriching school experience for the RCA student body and teachers while RCAF (the foundation) can focus on the best and most successful manners to raise funds to close any funding gap. In addition, the separation allows for an extra layer of governance, ensuring even stronger fiscal controls.

RCAF will focus solely on fundraising activities. Specifically, RCAF will raise funds through, but not limited to, the following activities:

a) Request financial and in-kind support and contributions directly from area individuals, corporations, foundations, and charitable organizations;
b) Apply for both State and Federal grants;
c) Run a “pay-it-forward” contribution campaign, where families of RCA students who have the financial means can make a donation to cover the cost of less economically fortunate families at RCA;
d) Various fundraising events such as: dinners, walk-a-thons, auctions, etc.;
e) Programs for alumni giving;
f) Planned giving through estate/will planning and memorial gifts.

The short-term objective is to close the RCA funding gap between public funds received and operating expenses while the long-term vision is to create a financial balance large enough to enable self-sufficiency, eliminating the need for annual campaigns. Admittedly this vision is 20 to 30 years away, however, the Board believes that the freedom created by self-sufficiency would enable parents, teachers and interested citizens to focus on the education of the learners rather than fundraising. However, for the foreseeable future, RCAF will focus on fundraising to enable RCA to focus on innovative approaches to learning ultimately graduating an economically diverse learner population with the ability to work with others, think critically and be lifelong learners.

RCA (The School) will manage operational expenditures (facilities, payroll, taxes, curriculum, etc.) and will receive public funds directly, including some grants. RCA’s focus is on running the school. RCAF (The Foundation) will help to fill the gap between what is provided by public funds and what is needed not only to sustain the level of excellence of the program but also see it flourish and grow. More specifically, RCAF will: i) fund school operational shortfall by supplementing the state, local and federal funds to help fund the daily operating expenses of running the school; ii) enable investment in the school (1 to 3 year timeframe) beyond the public funds for projects such as facilities improvements, building green space, student exchanges, other construction projects, new curriculums, teacher projects/grants, etc.
and; iii) move toward financial self-sufficiency by allocating approximately 20% of RCAF funds generated to be held and invested to create long term sustainability and a reserve fund. RCAF is a Kentucky Non-Profit Corporation.

The two separate financial entities will be linked at the Board of Directors and Committee levels. The primary benefits of this structure are: i) clear areas of focus for both education and funding; ii) an added level of Governance with Boards on both RCA and RCAF and; iii) flexibility for donors and long range planning.

Speaking specifically about RCA (the school) funding sources will go beyond RCAF to include the public funds based on Average Daily Attendance and grants. Since RCA is a KY non-profit corporation with a 501(c)3 designation, RCA may also take donations directly should prospective donors prefer to give directly to the school rather than the Foundation.

**Figure 1.**

Operating assumptions:
River Cities Academy, Inc. has built the budget on the assumption that we will receive, at a minimum, the national average Charter School funding. This amounts to 75% of the per pupil funding (ex capital outlay and debt) of the average received by the 6 surrounding districts targeted by RCA. The attendance has been adjusted with Newport and Covington accounting for more than fair share and the others less than fair share. This is based on: i) the Newport location will attract more from Newport and Covington and; ii) the KDE higher scoring schools will retain more of their current school-age children. As shown in Table 1 RCA has assumed the following attendance population at RCA:
Table 1 - RCA Student Population by District.

<table>
<thead>
<tr>
<th>District</th>
<th>% Split by City Population</th>
<th>% Split by Public Student Population</th>
<th>% Assumed to Attend RCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Covington</td>
<td>46%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>Dayton</td>
<td>6%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>Ft Thomas</td>
<td>19%</td>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td>Ludlow</td>
<td>5%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Newport</td>
<td>17%</td>
<td>14%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Outlined in Table 2 is the number of classrooms per grade and the number of students per classroom for the 1st 5 years. Until a final facility is secured, there is no specific constraint on the total student population, however to ensure a quality implementation of our curriculum in an experiential manner, RCA has placed a self-imposed cap of 500 students. The minimum student enrollment in year 1 is approximately 100 students. Below this point we will look to reduce the grades taught in the first year, adding them in the subsequent years. Based on Charter school best practices, we have assumed an attendance decrease of 10% from year 1 to year 2 stemming from the logic that in year 1 our experiential curriculum may not yet be understood and not a good match for all students, thereby precipitating a change by 10%.

Table 2 - Number of Students (Enrolled & ADA).

<table>
<thead>
<tr>
<th>Year</th>
<th># Classes</th>
<th>#/Class</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kindergarten</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Grade 1</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Grade 5</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Grade 6</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Grade 7</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Grade 8</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Total Enrollment</strong></td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Average Daily Attendance:</td>
<td>21</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Attendance increase:</td>
<td>+0</td>
<td>-1</td>
</tr>
</tbody>
</table>

The most important paid asset at River Cities Academy, Inc. is the instructional team followed closely by the leadership. As such, RCA has assumed a staffing level that will meet both the student needs and allow for appropriate professional development for the instructional staff. Specifically we have planned...
for 1 teacher above the number of classes, teacher aids, a substitute teacher and a dean of academics. As previously discussed in this application, the teachers will have a significant level of influence on the implementation of the RCA curriculum. However, we must also pay them fairly for this larger responsibility. As such the salary levels are planned at +20% versus the local average. Instructional salaries comprise 45% to 55% of the total budget. Staffing is as shown in Table 3:

**Table 3 - Faculty & Staff**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Teachers</td>
<td>12.00</td>
<td>13.00</td>
<td>15.00</td>
<td>17.00</td>
<td>18.00</td>
</tr>
<tr>
<td>Instructional Support (Aids + Counselor)</td>
<td>4.20</td>
<td>4.20</td>
<td>4.20</td>
<td>5.20</td>
<td>5.20</td>
</tr>
<tr>
<td>Leadership</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Admin</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22.45</td>
<td>23.45</td>
<td>25.45</td>
<td>28.45</td>
<td>29.45</td>
</tr>
</tbody>
</table>

The assumptions for Average Daily Attendance in Table 2 are used to calculate the ADA funding for RCA. To be conservative, RCA has assumed the national average charter school funding rate at a level of 75% of target districts. This amount has been increased moderately by an inflation rate of 2% over the next 4 years. For details behind the operational expenses, please refer to Attachment #25. The policies and procedures for managing the funds and expenditures can be found in Section V - Financial Plan and Capacity.

**Table 4 - ADA Expenses and Funding.**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL RCA EXPENSES</td>
<td>$2,636,635</td>
<td>$2,652,483</td>
<td>$2,992,461</td>
<td>$3,344,389</td>
<td>$3,536,566</td>
</tr>
<tr>
<td>Per Student Expense (Based on ADA):</td>
<td>13,879</td>
<td>14,040</td>
<td>13,215</td>
<td>12,669</td>
<td>12,473</td>
</tr>
<tr>
<td>TOTAL ADA REVENUE</td>
<td>$2,242,994</td>
<td>$2,230,719</td>
<td>$2,673,739</td>
<td>$3,116,758</td>
<td>$3,347,753</td>
</tr>
<tr>
<td>Per Student ADA Rev</td>
<td>11,807</td>
<td>12,043</td>
<td>12,284</td>
<td>12,530</td>
<td>12,780</td>
</tr>
</tbody>
</table>

A logic check on the above shows expenditures per student in the range of $13,879 to $12,473. In comparing to the 6 local benchmarks in the Regional Achievement Zone, this would put RCA 4th in total spending and 13.4% below the River Cities area average. This is consistent with national charter school research that shows that charter schools often spend less than their local district counterparts. From a planning perspective this shows sufficiency to meet the needs of the school.

As can be seen in Table 4 and as taken into account when planning River Cities Academy, Inc. the ADA funding is approximately 10% short of covering all operational expenses. Using the above assumptions, the resulting funds to be raised outside of ADA, through transportation allocation from the local district (as per KRS statute), grants and RCAF fundraising, is outlined in Table 5 as follows:
### Table 5 – Funding shortfall and plans to fill the gap.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA Shortfall</td>
<td>-$393,640</td>
<td>-$421,764</td>
<td>-$318,722</td>
<td>-$227,632</td>
<td>-$188,814</td>
</tr>
<tr>
<td>Planned Funding (Not yet secured):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter School Grants</td>
<td>$225,000</td>
<td>$225,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transportation Allocation (as per statute)</td>
<td>$42,009</td>
<td>$41,779</td>
<td>$50,076</td>
<td>$58,374</td>
<td>$62,700</td>
</tr>
<tr>
<td>Federal and State Grants</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>RCAF Fundraising Contributions</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$125,000</td>
<td>$75,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Total</td>
<td>$492,009</td>
<td>$491,779</td>
<td>$325,076</td>
<td>$283,374</td>
<td>$287,700</td>
</tr>
<tr>
<td>Gap Closed?</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>

**Contingency Plan:**

A sensitivity analysis shows us that, using year 2 as an example we have multiple options to create a balanced budget beyond just the fundraising planned. Options include: i) adding 3 learners per class eliminates the gap completely; ii) reducing the planned salary premium for RCA employees from +20% to +10% and decreasing planned annual pay raises from +3% to +1% eliminates the gap by year 3; iii) if the ADA percent of funding moved from 75% of the average spending in the 6 river cities up just 3 points to 78%, the gap would be eliminated by year 4; iv) some spending cuts would also be options including using a food service provider rather than hiring RCA-specific staff and staggering the hiring of some teachers versus bringing them on board so quickly and finally; v) one drastic move would be to reduce the plan for K-5 in year one to K-3 in Year 1. This would reduce facilities, staffing and all variable expenses. This would mean RCA would not be a full K-8 school until 2025/26.

It is the opinion of the founding members that a thriving and financially successful school is very realistic. Specifically raising, on average, less than $300,000 each of the 5 years is feasible.

All effort will be made to ensure sufficient cash flow in year 1 - specifically through raising funds from private and foundation sources. However, should cash flow become an issue in Year 1 due to the timing of receipt of public funds versus expenditures, a last resort would be to secure municipal bonds which have become available to charter schools through the firm of Dinsmore & Shohl.

Financial updates will be made available to the Authorizer on a monthly basis (as per KAR 8020 Section 6(5)(a)).

**Facilities:**

Our facility plan is outlined in sections II (B) and IV (L). We plan to lease a facility, so no major upfront investment is immediately needed. Leasehold improvements can be added to the monthly lease payments. Once success is proven, we will consider our own dedicated facility. Given financial solvency
is based on: i) per pupil funding received and; ii) private fundraising, we are able to stay solvent with a minimal number of students. Specifically our facilities plan includes adding space with growth versus starting with a facility designed for capacity. As such, our biggest fixed cost (facilities) is not a major constraint. We will be able to maintain solvency at 120 students. At 120 students we will still have critical mass and will be able to keep one class at each of the K through 8th grades. Again, our age-based class approach will provide the flexibility to not need evenly distributed students by class level.

**Curriculum and Staff development:**

In addition to the standard costs of buying curriculums and materials, the RCA financial plan has assumed and planned for an upfront investment of $85,000 and an ongoing investment of 10% in curriculum. In addition, staff development has been assumed at 6% of the total budget in the first year and then an ongoing investment of 2% of total salaries. Staff will also reap the benefits of having 3 to 4 Teaching Aids available, a substitute on staff and 1 extra teacher who will provide flexibility for all teachers to spend time on professional development, an expectation of River Cities Academy, Inc..
**Fiscal Policies & Controls**

**Organization:** River Cities Academy, (hereinafter “School”)

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<td>Section 529 – Solicitation of Funds</td>
</tr>
</tbody>
</table>

**SECTION 501 - FEDERAL FUNDS**

It is the objective of the Board of Directors to provide equal educational opportunities for all students within the School. Therefore, it is the intent of the Board to study Federal legislation to enhance the educational opportunities, the educational environment, and the physical and mental growth for each student.
The Director shall review new Federal education legislation and prepare proposals for programs s/he deems would be of aid to the students of this School. The Director shall approve each such proposal prior to its submission. Board approval is required for each grant submission requiring a local match. The Board shall take action to approve receipts from all grants resulting from such proposals.

The Board regards available Federal funds of aid to public schools and communities as a public trust. It forbids the use of Federal monies for partisan political activities and for any use that would not be in accord with Federal guidelines on discrimination. All Federal funds received by the School will be used in accordance with the applicable Federal law. The Director shall ensure that each draw of Federal monies is as close as administratively feasible to the related program expenditures.

No Federal funds received by the Board shall be used to:

- Develop or distribute materials, or operate programs or courses of instruction directed at youths, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual;
- Distribute or aid in the distribution by any organization of legally obscene materials to minors on school grounds;
- Provide sex education or HIV-prevention in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or
- Operate a program of contraceptive distribution in schools.

Compliance Supplement for Single Audits of State and Local Governments
20 U.S.C. 7906

**SECTION 502 - INVESTMENT AND DEPOSITORY POLICY**

**Objectives and Guidelines**
The following investment objectives will be applied in the management of this public entity’s funds:

A. The primary objective shall be the preservation of capital and protection of principal while earning investment interest.

B. In investing public funds, the Treasurer will strive to achieve a fair and safe average rate of return on the investment portfolio over the course of budgetary and economic cycles taking into account state law, safety considerations, and cash flow requirements.

C. The investment portfolio shall remain sufficiently liquid to enable the Treasurer to meet reasonable anticipated operating requirements.

D. The investment portfolio should be diversified in order to avoid incurring potential losses regarding individual securities which may not be held to maturity, whether by erosion of market value or change in market conditions.
E. Investments shall be made with the exercise of that degree of judgment and care, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation but for investment, considering the probable safety of their capital as well as the probable income to be derived.

F. Bank account relationships will be managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.

**Authorized Financial Institutions and Dealers**

U.S. Treasury and Agency securities purchased outright shall be purchased only through financial institutions located within the State of Kentucky or through “primary securities dealers” as designated by the Federal Reserve Board.

Certificates of Deposits shall be transacted through commercial banks with FDIC coverage which are located with the State of Kentucky and qualify as eligible financial institutions under Kentucky State Statute.

**Maturity**

To the extent possible, the Treasurer will attempt to match its investments with anticipated cash flow requirements. Unless matched to a specific cash flow requirement, the Treasurer will not directly invest in securities maturing more than five years from the date of purchase.

**Derivatives**

Investments in derivatives and in stripped principal or interest obligations of eligible obligations are strictly prohibited. A derivative means a financial instrument or contract or obligation whose value or return is based upon or linked to another asset or index, or both, separate from the financial instrument, contract, or obligation itself. Additionally, any security, obligation, trust account, or instrument that is created from an obligation of a federal agency or instrumentality or is created from both is considered a derivative instrument.

**Allowable Investments**

The Treasurer may invest in any instrument or security authorized Kentucky State Statute. A copy of the appropriate authorization will be kept with this policy.

**Collateral**

All deposits shall be collateralized by the banking institutions with specific collateral.

**Reporting**

The investing authority shall establish and maintain an inventory of all obligations and securities acquired by the investing authority. The inventory shall include the description of the security, type, cost par value, maturity date, settlement date, and coupon rate. The investing authority shall produce a monthly portfolio reporting detailing the current inventory of all obligations and securities, and all transactions during the month, income received, and investment expenses paid, and the names of any persons affecting transactions on behalf of the investment authority.
All brokers, dealers, and financial institutions initiating transactions with the investment authority by giving advice or making investment policy, or executing transactions initiated by the investment authority, must acknowledge their agreement to abide by the investment policy’s content. They must also agree to keep a current copy of the Academy’s approved investment policy on file.

SECTION 503 - BORROWING

Upon the initiative of the Board of Directors and as provided by the laws of the State of Kentucky, The School shall prepare the data necessary for any applications regarding borrowing of cash for ongoing operations or special projects previously approved by the Board.

Funds shall be borrowed from a responsible individual or organization offering the most favorable terms, as approved by the Board.

SECTION 504 - BAD CHECKS

When the School receives a check from a student or parent that, when deposited, is returned marked "insufficient funds", the Treasurer shall provide an opportunity for the payer to make proper payment. If payment is not received within ten (10) working days, or the monies do not appear to be collectable, the Board of Directors authorizes the Treasurer to remove the fee or charge from the School's Accounts Receivable and to take appropriate action against the student and/or the parents.

SECTION 505 - STUDENT FEES, FINES, AND CHARGES

The Board of Directors will provide the necessary textbooks and/or electronic textbooks required by the course of study free of charge for its students. The Board may, however, need to levy certain charges to students to facilitate the utilization of other appropriate learning materials used in the course of instruction. If the School determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge. Any such waiver of these charges shall be made in accordance with other Board policies.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges, and nominal add-on for loss. Money received from resale of such material shall be returned to the Treasurer with an accurate accounting of all transactions.

Fees

For the purposes of this policy, "school fees" or "fees" mean any monetary charge collected by the School from a student or the parent(s) or guardian of a student as a prerequisite for the student's participation in any curricular or extra-curricular program of the School.

"School fees" include, but are not limited to, the following:

☐ A. All charges for required workbooks and instructional materials
B. All charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment)

Fines
When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred. The late return of borrowed books or materials from the school libraries will be subject to appropriate fines. Any fees, fines, and/or other charges collected by members of the staff shall be turned in to the Treasurer within one (1) business day after collection.

In accordance with Kentucky State Statute, failure to pay fees and fines may result in the withholding of grades and credit. In the event the above course of action does not result in the fee being collected, the Board authorizes the Treasurer to take the student and/or his/her parents to Small Claims Court for collection. Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

SECTION 506 - WAIVER OF SCHOOL FEES

The School shall waive fees assessed by the School only for students whose parent(s) or guardians are unable to afford them. The Director may, as deemed necessary, establish additional procedures to supplement the procedures established in this policy regarding the requests for the waiver of fees.

Eligibility Standards
Students eligible for a waiver of school fees include, but are not limited to, the following:

A. Students who qualify for free lunches or breakfasts under the School Free Lunch Program Act.
B. Proof that student is receiving TANF assistance.

Notification to Parents

A. Annually the substance of this policy shall be communicated in writing to the parent(s) or guardian of all students in the School.
B. The first bill or notice sent to parents or guardians who owe fees shall state:
   1. The School will waive fees for persons unable to afford them in accordance with its policy.
   2. The procedure for applying for a fee waiver, and the name, address and telephone number of the person to contact for information concerning a waiver.
Procedures for Resolution of Disputes

A. A parent(s) or guardian who cannot pay school fees may submit an application for waiver of fees to the Treasurer. The application must contain the following:

1. Name(s) of student(s)
2. Name of parent(s) or guardian(s)
3. Address of parent(s) or guardian(s)
4. Phone number of parent(s) or guardian(s)
5. School where child(ren) attend(s)
6. Reason for request for waiver of fees

The Treasurer shall have the authority to review the waiver request and request such further information, if any, as s/he deems necessary in order to make a decision on that request.

B. No fee shall be collected from any parent(s) or guardian who is seeking a fee waiver in accordance with the School's policy until the School has acted on the initial request or appeal (if any is made), and the parent(s) or guardian have been notified of the decision.

C. If the Treasurer denies a request for fee waiver, then a copy of the decision shall be mailed to the parent(s) or guardian within fifteen (15) school days of receipt of the request. The decision shall state the reason for the denial and shall inform the parent(s) or guardian of the right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parent(s) or guardian that reapplication may be made for a waiver any time during the school year, if circumstances change.

D. An appeal of the Treasurer's decision must be made to the Director within seven (7) calendar days after receipt of the decision. An appeal shall be decided within thirty (30) calendar days of the receipt of the parent's or guardian's request for an appeal. The parent(s) or guardian(s) shall have the right to meet with the Director in order to explain why the fee waiver should be granted.

Nondiscrimination
The Board expects all staff members to exercise the utmost care to see that, as a result of their actions or comments, students cannot differentiate between those students whose parents are unable to purchase required instructional materials or pay required fees and those whose parents can.

SECTION 507 - FISCAL PLANNING
The Board of Directors shall collect and assemble the information necessary to discharge its responsibility for the fiscal management of the School and to plan for the financial needs of the educational program. The Board will strive toward maintaining both short and long range projections of the School financial requirements.

Accordingly, the Board directs the Treasurer to:

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<td>A.</td>
<td>Include cost estimates in all ongoing financial requirements;</td>
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<tr>
<td>B.</td>
<td>Maintain a plan of anticipated local, State, and Federal revenues;</td>
</tr>
<tr>
<td>C.</td>
<td>Report to the Board any serious financial implications that emerge from the School's ongoing fiscal planning.</td>
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In addition, the Board directs the Treasurer to maintain annually a detailed five (5) year forecast of estimated optional expenditures and revenues.

Accordingly, the Board directs the Director or designee to prepare a long range year-by-year projection of estimated revenues and expenditures in October and May of each fiscal year.

**SECTION 508 - APPROPRIATIONS AND SPENDING PLAN**

The annual appropriation measure shall be designed to carry out the School operations in a thorough and efficient manner, maintain School facilities properly, and honor continuing obligations of the Board of Directors.

The Board may establish a Board Service Fund which shall not exceed the greater of two dollars ($2.00) per enrolled student or $5,000. The Board Service Fund shall be set aside from the General Fund, on an annual basis, by resolution of the Board and shall be used to pay expenses actually incurred by Board members in the performance of their official duties. Such fund may also be used to pay for the expenses actually incurred by newly elected Board members relative to training and orientation to the performance of their duties prior to taking office.

An annual appropriations resolution shall be developed, approved, and filed according to statute and the requirements of the Auditor of the State of Kentucky.

The Board shall adopt as part of its annual appropriation measure a spending plan (also known as The Five (5) Year Forecast), or in the case of amendment or supplement to an appropriation measure, an amended spending plan setting forth a five (5) year projection of revenue and expenditures of the General, PBA, and any Debt Service related to the General Fund. A copy of the annual appropriation measure and any amendment or supplement to it and the spending plan or amended plan shall be submitted to the Director and shall set forth all revenues available for appropriation by the School during such year and their sources; the nature and amount of expenses to be incurred during the year; the outstanding and unpaid expenses on the date the measure, amendment, or supplement is adopted; the dates by which such expenses must be paid; and any other information the Director requires.
The plan or amended plan shall be presented in such detail and form as the Director prescribes.

**SECTION 509 - APPROPRIATIONS IMPLEMENTATION**

The Board of Directors places the responsibility of administering the appropriations, once adopted, with the Director. They may consult with the Treasurer when major purchases are considered and shall keep the Treasurer informed as to problems or concerns as the appropriations are being implemented.

The Director shall be authorized to proceed with making financial commitments, purchases, and other expenditures within limits provided in the appropriations, limitations stated in Board policies, and within legal authority expressed in State Statute.

Appropriate financial reports and budget comparison reports shall be submitted monthly to the Board to keep members informed as to the status of the appropriations and overall financial condition of the School.

If, during the fiscal year, it appears to the Treasurer that actual revenues are less than estimated revenues, including the available equity upon which the appropriations from the fund were based, the Director shall present to the Board recommended amendments to the General Appropriations Act that will prevent expenditures from exceeding revenues unless a deficit spending plan is approved by the Board. Such recommendations shall be in accordance with requirements of the law and provisions of any negotiated agreements.

**SECTION 510 - PURCHASES**

Staff members may request the purchase of supplies and materials provided the immediate supervisor or administrator approves the purchase and there are adequate funds in the budget to cover the cost. All staff member must abide by the following rules, regulations and procedures when making a purchase.

A. Verbal approval by itself is never acceptable to make a purchase or place an order on behalf of the School. To insure School payment for any purchase, a requisition must first be completed and the signed by the Director and then sent to the Treasurer. The Treasurer will determine if there are adequate funds available in the budget for the transaction and will then issue a purchase order number if adequate funds are available. If the originator of the purchase does not secure the approval of the Treasurer prior to making the purchase, the originator may be responsible for all or partial payment of the purchase (at the discretion of the Treasurer).

B. Upon receipt of the purchase (services, supplies and/or materials), the staff member who made the request will be responsible to verify that all items ordered have been received and are acceptable for use. If there are any problems with the items received, the staff member should contact the Treasurer for advice on how to resolve any concerns.
C. If all items ordered were received and are acceptable for us, the responsible staff member will date, sign and write on the purchase order “OK to pay” and return it to the Treasurer for payment.

**Treasurers Stamp**
The Treasurer’s signature stamp is to be kept locked in a separate location from any blank checks for the accounts that the treasurer has signing authority. It may only be accessed by the Financial Manager.

At any time, it is used, the Staff Accountant, Financial and Staffing Administrator and Financial Business Manager should be notified by the Treasurer’s e-mail that Treasurer has approved its use.

The Treasurer’s signature stamp should only be used to process payments or documents that are considered urgent and when the Treasurer is physically not able to sign the document. When the Treasurer is not able to be contacted, the signature stamp should only be used with the approval of the Financial Manager.

**Equipment Purchases**
Staff member requests for the purchase of equipment must be initiated through the School Director who will then follow the established procedures for such requested purchases.

**Leases and Contracts**
All leases and contracts must be initiated by the School Director or Treasurer and approved by the Board of Directors. No staff member, School administrator, consultant, parent or any other person has the authority to sign a lease or contract without prior Board approval.

**Quotations and Bids**
It is the policy of the Board that the School’s Administration seek bids on purchases of more than $25,000 for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the School or when the item is subject to formal bid.

The Director shall ensure that the specifications for any public improvement project for which bids are solicited do not require any bidder:

| A. | To enter into agreements with labor organizations on said public improvement; or |
| B. | To enter into an agreement that requires its employees to become members of or pay fees or dues to a labor organization as a condition of employment or continued employment. |

Bids shall be sealed and shall be opened by the Treasurer (or designee) in the presence of at least one (1) witness.

**Soliciting of Bids**
The Board, by resolution, may award a bid to the lowest responsive and responsible bidder. For a bidder to be considered responsive, the proposal must respond to all bid specifications in all material respects and contain no irregularities or deviations from the bid specifications which would affect the amount of the bid or otherwise provide a competitive advantage. For a bidder to be deemed responsible, the Board may request evidence from the bidder concerning:

A. The experience (type of product or service being purchased, etc.) of the bidder;
B. The financial condition;
C. The conduct and performance on previous contracts (with the School or other agencies);
D. The bidder's facilities;
E. Management skills;
F. The ability to execute the contract properly.
G. A signed affidavit ensuring that neither the bidder nor any sub-contractor has entered into an agreement with any labor organization regarding the public improvement project.

Contracts for Development and Improvement of Facilities
All contemplated contracts for professional design services such as from an architect or for construction management shall be in accordance with Kentucky State Statute.

Lease-Purchase Agreements
Lease-purchase agreements entered into by the Board shall be in accordance with Kentucky State Statute.

Requirements
Before the Treasurer places a purchase order, s/he shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the School.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

A. Items commonly used in the various schools or units thereof, be standardized whenever consistency with educational goals can be maintained;
B. Opportunity to be provided to as many responsible suppliers as possible to do business with the School. To this end, the Director shall develop and maintain lists of potential suppliers for various types of supplies, equipment, and services including membership in a purchasing cooperative;
C. A prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters.
The Board may acquire equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

**SECTION 511 - PURCHASES NOT BUDGETED**

The laws of the state and the interests of the community demand fiscal responsibility by the Board of Directors in the operation of the School. Appropriate fiscal controls are hereby adopted to insure that public moneys are not disbursed in amounts in excess of the appropriations provided the Board.

Other expenditures may be made by the Director or Treasurer following the Board’s normal policy, provided a sufficient amount of cash is available in the School’s cash reserve to cover the purchase.

**SECTION 512 - FISCAL ACCOUNTING AND REPORTING**

The School’s accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of School Districts. The Treasurer is responsible for receiving and properly accounting for all funds of the School.

The financial records must be adequate to:

A. Guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses.

B. Ensure that current data are immediately available and in such form that routine summaries can be readily made.

C. Serve as a guide to budget estimates for future years.

D. Show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer which show ending cash fund balances, receipts, disbursements, and budget-to-actual variances. The Treasurer makes all other financial reports required by law or by State agencies and submits them to the proper authorities.

The Treasurer provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent; the supporting documents may be destroyed only in compliance with the provisions of Kentucky law and in compliance with specifications of the School’s records commission, the auditor of State.
The Board authorized and directs the Treasurer to establish an account structure and related financial accounting procedures for cash basis accounting.

The account structure when used for cash basis accounting purposes should conform with the Uniform School Accounting System issued by the Auditor of the State of Kentucky.

Financial accounting policies and procedures shall be developed by the Treasurer to support the cash basis accounting system.

All cash basis accounting procedures will be in writing and approved by the Treasurer.

**SECTION 513 - PETTY CASH ACCOUNTS**

The Treasurer has the authorization to create petty cash accounts allowing certain administrators to have starting cash for school events where fees are charged and/or to make small purchases for the School. The Director designates the assigned administrator and the Treasurer provides the confirmation of the amount for each Petty Cash account and the procedures/requirements for replenishing the account.

Petty Cash Account Requirements:

1. All Petty Cash accounts must have an assigned administrator.
2. The safekeeping of the money will be the responsibility of the assigned administrator. This administrator must sign a Petty Cash Agreement (confirming their understanding of the Petty Cash requirements) prior to receiving any Petty Cash funds.
3. The Treasurer will disburse Petty Cash funds to the assigned administrator within two weeks after Director approval is confirmed.
4. All Petty Cash Fund disbursements made by the assigned administrator require a receipt. All disbursements made without a receipt will be the personal responsibility of the assigned administrator.
5. No major purchases may be made from the accounts.
6. The assigned administrator must use a tax exemption form for all purchases that may include a sales tax. The School District cannot reimburse for sales tax.
7. All transactions (money coming in and money going out) must be recorded on a written log and provided to the Treasurer upon request. The written log must be turned in to the Treasurer on or before June 30th of each fiscal year.
8. The assigned administrator will repay the full amount of the Petty Cash Fund to the Treasurer on or before June 30th of each fiscal year. Any losses during the school year for any reason (including loss or theft) are the personal responsibility of the assigned administrator.

The process to replenish the Petty Cash Fund will begin when the assigned administrator provides the receipts for purchases made from their Petty Cash Fund to the Director. (No purchase requisition is required.) If the Director approves, the Treasurer will then verify the accuracy of the receipts and the appropriate amount of reimbursement. A check for the approved amount will be processed during the next check run.
SECTION 514 - CASH IN SCHOOL BUILDINGS

Moneys collected by employees and by student treasurers are handled with prudent business procedures, in order to demonstrate the ability of employees to operate in that fashion and to teach such procedures to our students.

All moneys collected are receipted, accounted for and deposited to the next responsible person within 24 hours. When receiving paper or specie money, one person, the collector, will receive and count the money under the supervision of another person, the supervisor. After the receipt of all paper and specie money, the collector will count and total the moneys received; they will then verify that amount with the collector. In the event the Treasurer or person in charge of an activity is unable to deposit the money in 24 hours, the money will be accounted for and deposited in the safe. The money can be held no longer than three business days after receipt and the amount must be under $1,000. If the amount is more than $1,000, or the money cannot be adequately safeguarded, it must be deposited on the business day following the date of receipt.

In no case shall more than $10 be left overnight in school buildings (excluding the petty cash account). The Treasurer provides for making bank deposits after regular banking hours in order to avoid leaving money in a school building overnight.

SECTION 515 - USE OF CREDIT AND PURCHASING CARDS

The Board of Directors recognizes the values of an efficient method of payment and recordkeeping for certain expenses. The Board, therefore, authorizes the use of School credit and purchasing cards.

The Treasurer shall have the responsibility to specify those authorized to use credit and purchasing cards, the types of expenses which can be paid by credit or purchasing card, and their proper supervision and use.

Administrative Guidelines

Administrators and/or Board Members are required to complete a purchase order, payable to the bank issuing the School credit card, prior to using the credit card. The amount of the purchase order should reflect the estimated expenditures the administrator anticipates making using the School credit card. After the purchase order is approved by the Director and Treasurer, the Treasurer will make arrangements for the administrator to take possession of a School credit card and for returning the card to the Treasurer.

School credit cards may be used for the following purposes:

A. Miscellaneous supplies, materials and/or equipment when it is impractical to immediately process a physical check or the School is able to take advantage of short-term purchase discounts.

B. School business travel, meeting, lodging and meals for an out-of-School meeting or seminar, subject to the reimbursement limits established by board policy.
C. School business travel, meeting, lodging, and meals of school employees traveling with the administrator subject to the reimbursement limits established by board policy.

D. The meals of the individuals in attendance at lunch, breakfast, or dinner meeting of the Director when the purpose of the meeting is to discuss school business matters.

E. Business travel, meeting, lodging and meals of individuals actively being sought for employment in the School.

F. Gratuities not to exceed twenty percent (20%), in situations where it is customary to tip.

G. Sales tax (if it is not possible to use a tax-exempt form).

Reimbursement of Business Related Expenses
Upon returning from an approved business trip an employee or Board member shall submit all original invoices and original credit card charge receipts to the Treasurer’s Office. Credit card statements will not suffice as invoices. Credit card statements will be mailed directly to the Treasurer’s Office. Any late fees assessed to the School due to a staff member failing to submit invoices and credit card receipts on a timely basis will be the responsibility of the staff member. Receipts for meals must include the names of all individuals for whom meals were provided, the purpose of the meeting and substance of the items discussed.

The use of a School credit card for the following items is prohibited:

A. The purchase of personal goods and services for an administrator, an administrator’s spouse, children, or anyone employed or not employed by the School and attending a School business function.

B. Payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else.

C. Alcoholic beverages or tobacco.

D. Fuel for use in a personal vehicle.

E. Entertainment expenses, including pay-per-view movie charges.

F. Cash advances.

(Note: this list is not all-inclusive)

The use of a School credit card for personal expenses, such as meals, lodging and travel, of an administrator, an administrator’s spouse, children, or anyone employed or not employed by the School and attending a School business function, is not permitted. Persons using a School credit card for personal, non-authorized purposes, or undocumented expenditures shall be held
personally responsible for those expenditures. Abuse of the credit card is subject to disciplinary procedures, including termination.

The use of a School credit card does not supersede the required completion of a professional leave form when applicable. These procedures also dictate the reimbursement procedures of the School. The entire balance of the credit card will be paid each month to avoid the payment of any finance or service charges by the School.

The Director or Treasurer can revoke an administrator’s credit card privileges at any time. The Board President may revoke a Board member’s credit card privileges at any time.

SECTION 516 - COOPERATIVE PURCHASING

The Board of Directors recognizes the advantages of centralized purchasing in that volume buying tends to maximize value for each dollar spent. The Board, therefore, encourages the administration to seek advantages in savings that may accrue to this School through joint agreements for the purchase of supplies, equipment, or services with the governing body(ies) of other governmental units.

The Board authorizes the Director and/or Treasurer to negotiate such joint purchase agreements for services, supplies, and equipment which may be determined to be required from time to time by the Board and which the Board may otherwise lawfully purchase for itself, with governmental contracting units as may be appropriate in accordance with State law, the policies of this Board, and the dictates of sound purchasing procedures.

Cooperative or joint purchases require an agreement approved by the Board and the participating contracting body(ies) which shall specify the categories of equipment and supplies to be purchased; the manner of advertising for bids and of awarding contracts; the method of payment by each participating party and such other matters as may be deemed necessary to carry out the purposes of the agreement. Such agreements are subject to all legal bidding requirements.

SECTION 517 - STAFF GIFTS

Students and their Parents are discouraged from the routine presentation of gifts to school employees on occasions such as religious holidays. Where a Student feels a spontaneous desire to present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board considers as always welcome, and in most circumstances more appropriate, the writing of letters to staff members, expressing gratitude or appreciation.

SECTION 518 - VENDOR RELATIONS

The Board of Directors shall not enter a contract knowingly with any supplier of goods or services to this School under which any Board member or officer, employee, or agent of this School has any pecuniary or beneficial interest, direct or indirect, unless the person has not solicited the contract or participated in the negotiations leading up to the contract. This prohibition shall not prevent any person from receiving royalties upon the sale of any educational
material of which s/he is the author and which has been properly approved for use in the schools of this School.

Board members and school personnel shall not accept any form of compensation from vendors that might influence their recommendations on the eventual purchase of equipment, supplies, or services. Furthermore, Board members and school personnel shall not accept any compensation from a vendor after a decision has been made to purchase equipment, supplies, or services from said vendor. In addition, Board members or school personnel who recommend purchases shall not enter into a contractual arrangement with a vendor seeking to do business with the School, or a vendor with whom the School is doing business, whereby an individual board member or member of the school staff receives compensation in any form for services rendered.

Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that a Board member or member of the school staff receives such compensation, albeit unsolicited, from a vendor, the Board member or school staff member shall notify the Treasurer, in writing, that s/he received such compensation and shall thereafter promptly transmit said compensation to the Treasurer at his/her earliest opportunity.

All sales persons, regardless of product, shall clear with the Director's office before contacting any teachers, students, or other personnel of the School. Purchasing personnel shall not show any favoritism to any vendor. Each order shall be placed in accordance with policies of the Board on the basis of quality, price, and delivery with past service a factor if all other considerations are equal.

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SECTION 519 - PAYMENT OF CLAIMS

The Board of Directors authorizes the prompt payment of legitimate claims by suppliers of goods and services to the School.

Each bill or obligation of this Board must be fully itemized and verified before a voucher can be drawn for its payment.

When an invoice is received, the Treasurer shall verify that a voucher is properly submitted and that the amount of the invoice is correct.

The originator of the purchase order shall verify that acceptable goods were received or satisfactory services were rendered and the date of receipt.

SECTION 520 - PAYROLL AUTHORIZATION

The most substantial payment of public funds for the operation of the School is that which is made to the employees of the Board of Directors for services rendered. To ensure that each
person so compensated is validly employed by this School and that the compensation remitted fairly represents the services rendered, this policy is promulgated.

Employment of all School personnel whether by the year, term, month, week, day, or hour in contract, temporary, or substitute form must be approved by the Board except where authority to appoint certain personnel of the School has been delegated to the Director.

SECTION 521 - PAYROLL DEDUCTIONS

The Board of Directors authorizes in accordance with the provisions of law cited herein that deductions be made from an employee's paycheck upon proper authorization on the appropriate form for the following purposes:

- A. Federal and State income tax
- B. Social Security or retirement contribution
- C. Municipal income tax
- D. School Employees Retirement System
- E. State Teachers Retirement System
- F. Contributions to the United Way
- G. Payment of dues to labor organizations
- H. Payment of group health insurance premiums.

The Board of Directors declares its willingness to enter into an agreement with any of its employees whereby the employee agrees to take a reduction in salary with respect to amounts earned after the effective date of such agreement in return for the Board's agreement to use a corresponding amount to purchase an annuity for such employee (or group of employees desiring the same annuity company) from any company authorized to transact the business as specified in law in accordance with Section 403(b) of the Internal Revenue Code, and in accordance with the School's administrative guidelines. However, it shall be clearly understood that the Board's only function shall be the deduction and remittance of employee funds.

Said agreement shall comply with all of the provisions of law and may be terminated as said law provides upon notice in writing by either party. Employees shall contact the Treasurer's Office in writing if they wish to participate in such a program.

In cases when an employee is absent from duty and there is no sick leave applicable, or when the absence is unauthorized, the salary deduction for each day of absence will be based on the employee’s current salary divided by the number of work days required in the official school calendar for each job classification. For deductions related to annuities, the employee shall modify their current Salary Reduction Agreement or make arrangements for payments directly to their 403B provider to avoid any over payments by the School.
SECTION 522 - FIXED/CAPITAL ASSET POLICY

The Board of Directors, as a steward of the School’s property, recognizes that efficient management and full replacement upon loss of assets requires accurate inventory and properly maintained property records.

The School shall conduct a complete inventory every three years, by physical count, of all School-owned equipment and supplies. For the purposes of this policy, “equipment” means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles which retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit.

This School shall maintain a fixed asset accounting system. The fixed asset system shall maintain sufficient information to permit:

1. Preparation of year-end financial statements in accordance with generally accepted accounting principles,
2. Adequate insurance coverage, and
3. Control and accountability.

Each building and additions to buildings are identified by location or name and are described in detail (e.g., size, number of floors, square footage, type of construction, etc.) with the value shown for all individual structures.

Fixed equipment is inventoried by building, by floor and room name or number; each item to be listed individually. (Leased equipment that the School will eventually own must be inventoried.)

Moveable equipment is inventoried by building, floor and room name or number; each item to be listed individually. Any item that has a model number or serial number has that number noted in the description for full identification. All items assigned to a building are the building administrator’s responsibility.

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of $500 (per individual item) or more and with an estimated useful life of three years or more is tagged and made part of the equipment inventory.

Televisions, VCRs, computers and any other items highly susceptible to theft have a permanent tag on them.

Any equipment purchased with Federal Funds shall be tagged as such.

A computer-generated listing of all equipment is supplied to each building (if more than one). This listing is updated annually by the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer’s office for computer update.

Fixed assets shall be classified with useful lives as follows:

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<th>Class</th>
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<td>Land</td>
<td>10 years</td>
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<tr>
<td>Buildings and improvements</td>
<td>25 years</td>
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<tr>
<td>Leasehold Improvements</td>
<td>Remaining Term of Lease (NTE 5 years)</td>
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<tr>
<td>Furniture and equipment</td>
<td>5 years</td>
</tr>
<tr>
<td>Technology equipment</td>
<td>3 years</td>
</tr>
<tr>
<td>Vehicles</td>
<td>7 years</td>
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Leased fixed assets and assets which are jointly-owned shall be identified and recorded on the fixed–asset system. Fixed assets shall be recorded at actual, or if not determinable, estimated purchase price or fair market value at the time of acquisition. The methods(s) to be used to estimate such price or market value shall be established by the Treasurer.

Depreciation shall be recorded for funded fixed assets using the straight-line depreciation method which conforms to generally accepted accounting principles.

The Treasurer is assisted by the director, business manager, principal(s), office manager, and all other School staff in the performance of this function.

**SECTION 523 - STUDENT ACTIVITY FUND**

It is the purpose of this policy to establish financial controls for the administration of the normal, legitimate activities of the student body organization.

For purposes of this policy, a "student activity fund" may include, but not be limited to co-curricular and approved extra-curricular activities such as clubs, publications, etc.

Each activity covered by this policy must be recognized by the Board of Directors before monies can be collected or disbursed in the name of said activity. Any and all proposed expenditures from a student activity fund must be approved by the Director or their designee prior to disbursement and must serve a valid and proper public purpose.

The Director is directed to obtain a list of student activities with a brief description of their objectives, activities, and limitations of each fund.

The Board authorizes the Treasurer to act on its behalf to review and approve each expenditure from a student activity fund prior to disbursement. In approving an expenditure, the Treasurer shall ensure that it is related to achieving one (1) or more of the stated purposes for which the student activity has been organized and will serve a valid and proper public purpose.

Expenditures shall not be approved if it accrues to the personal benefit of a member of the staff or a member of the student group. Monies are not to be disbursed to a school class or group for any activity or event that will occur after the students have graduated.

The Director shall implement administrative guidelines which will ensure that all student activity funds are managed, recorded, and deposited in accordance with law and sound fiscal practice.

**SECTION 524 – DISASTER RECOVERY PLAN (COMPUTER SYSTEM)**
Upon the occurrence of a computer system disaster situation at the School, the Director would be contacted and procedures would be implemented after the School’s technology support person(s) assessed the extent of the disaster.

In order to protect the financial data of the School during a computer system disaster, the Treasurer will utilize the MEC A-Site (or comparable system) for ongoing posting of receipts and disbursements. In the event of a School computer system disaster, the Treasurer will access the data (either in person or over the net) to assure the uninterrupted fiscal operations of the School.

SECTION 525 – COMPENSATION POLICY

Introduction: The purpose of this policy is to provide guidance to the process of setting and maintaining compensation levels for School personnel. While the policy does not prescribe specific steps, it establishes broad definitions of practice within which compensation at all levels should be governed.

Policy: All compensation paid by the School shall reflect the overall qualifications of the employee, and shall be reasonably based upon the levels of compensation paid by other employers in the local market for similar work and skill levels. While we need not match a specific level or form of compensation, it is our commitment that compensation paid by this School fairly reflects the skills, experience, training and education of its employees in a way that is within the scope that other employers actually pay to similarly skilled, trained and educated people for similar job demands.

Standard Requirements:

1. The President, or his designee, with the assistance of the FISCAL OFFICER shall establish all compensation types and amounts for all employees of the School, including all policies and practices which he might deem necessary to carry out the appropriate and timely compensation of employees. In addition to cash compensation, the President or his designee may but need not include one or more types of deferred compensation or employee benefits that are usual and customary to similar educational institutions.

2. The President or his designee, with the assistance of the FISCAL OFFICER, shall periodically, but not less than once every five years, gather information from independent sources that describe compensation levels of at least five (5) persons that are employed in a position substantially similar to each employee of the School, each employed by a different employer within the local geographic area. This comparative compensation information shall be reported in writing (the “Comparative Compensation Report”) to the Board of Directors, and a copy shall be maintained as part of the permanent records of the School.
3. The Board of Directors, as well as any designee it may assign, shall review this Comparative Compensation Report within 90 days following its delivery by the President, and shall by itself or with the assistance of a designee review the appropriateness of the compensation level of each employee of the School based upon the comparative compensation levels described in the Report.

4. For purposes of this policy, the Board of Directors, or its designee, may but need not adjust the compensation level of any employee based upon the review of compensation against the Report, except that in the event that any employee of School is receiving a total compensation level that exceeds the highest comparative compensation in the Report by more than 50%, the Board of Directors, by itself or with the assistance of a designee, may cause appropriate corrective action to be taken. Forms of corrective action may but need not include required continuing education/training or expansion of responsibilities and duties to that commensurate with the existing compensation level or reduction of compensation to an appropriate level.

5. In determining the appropriateness of compensation for any employee, the Board of Directors, or its designee, shall consider all relevant factors involving the qualifications, duties, and accomplishments of the employee in contrast with the same criteria, if known, underlying the comparative compensation report. Such criteria may include such factors as professionalism, length of experience, quality of experience, tenure of employment, quality of skills, capability of replacement by the School, available opportunity of the employee for other employment, competitive employment factors in the marketplace, combination of skills possessed by the employee, efficiency of other offsetting costs posed by the employee, and effectiveness of the employee, and other similar considerations. The nature of the considerations evaluated by the Board or its designee may but need not be uniform for all employees and positions.

6. The President or his designee, with the assistance of the FISCAL OFFICER, shall determine the appropriate requirements of education and experience, as well as any other qualifications for acceptable candidates for each teacher/instructor position at the School. These requirements shall include at least any applicable minimum standards established by the Kentucky Department of Education, as well as any applicable minimum standards established by the United States Department of Education, or other relevant state or federal agency having competent jurisdiction. These requirements may but need not specify particular level of education, demonstration of competency, course of academic study, or nature of experience or professional accomplishment, so long as the application of the standards does not create an unlawfully discriminatory effect.
7. Nothing in this Policy shall be construed as requiring any particular level of compensation, or mandating any matching characteristics to compensation of others outside the School. To the extent that comparative compensation information includes that of employees that are represented by an organized labor union, such information may but need not be used for purposes of comparison, and if used such use will not create any requirement on the part of the school to adopt such comparative compensation as a standard.

8. The President or his designee, with the assistance of the FISCAL OFFICER and any other qualified professionals, shall establish appropriate compensation practices which prudently protect the interests of the School and which provide for the orderly and appropriate compensation of employees, including any proper form of cash compensation, deferred compensation, and employee benefits to the extent that he shall deem appropriate. To the extent that the School determines to provide or make available benefits or other non-cash compensation to its employees, these forms of compensation shall be considered in the evaluation and use of comparative compensation data described in Paragraphs 2 through 5 of this Policy.

9. All cash compensation paid by the School shall be remitted by the FISCAL OFFICER or its designated qualified paymaster. No cash compensation may be remitted in any other form.

10. In connection with remitting cash compensation to any employee of the School, the EMP or the designated paymaster shall withhold, properly segregate and timely remit to the respective governing authorities all applicable federal, state and local payroll taxes. The President, or his designee shall provide to the Directors a written report within thirty (30) days following the close of each fiscal quarter which demonstrates the actions required by this Paragraph 10.

11. Subject to action to the contrary by this Board of Directors, the President is hereby authorized to take all appropriate steps that he deems reasonably necessary to implement the terms and intent of this Policy, including the implementation of practices which are harmonious with but not specifically described herein.

12. To the extent that the President, by himself or through one or more designees, acts pursuant to Paragraph 10 of this Policy, he shall report in writing to the Board of Directors within thirty (30) following such action
with a description of the action taken and the intended duration of the action.

13. All actions taken by the President or any designee concerning the implementation of this Policy as it concerns any individual employee shall constitute confidential information and be subject to the policies of the School governing the handling of and access to confidential information by persons other than President, his designee, or the Directors of the School.

14. This Compensation Policy shall become effective as of its adoption, and shall remain in effect until such time that it is amended or repealed by the Directors.

Special Requirements: None

SECTION 526 - PUBLIC RECORDS REQUEST POLICY

The School shall respond to all Public Records Requests as required by Kentucky Open Records Act KRS61.870 to KRS61.884 and the Kentucky Attorney General.

School records shall not be copied for persons or entities with outstanding balances for copies of records previously requested from this or another public body.

Persons or entities requesting records shall pay for them before they are mailed, or pay for them at the time they are picked up. However, no requests will be filled without prior payment being received.

SECTION 527 - CONFLICT OF INTEREST POLICY

The School and its employees and agents shall abide by the terms, conditions, and provisions of the Conflict of Interest Policy.

SECTION 528 - AUDIT/FINANCE COMMITTEE

General Purpose
Report to the Board of Directors and assume the responsibility for advising it on financial and audit matters pertaining to the operation of the School.

Appointments and Composition

1. Members of the Audit/Finance Committee shall be appointed annually by the President of the Board.
2. The Chair and members shall be members of the Board of Directors.

Responsibilities
1. To review financial statements and the process used to prepare interim financial information submitted to the Board.

2. To work with the Management Company in the preparation of the annual budget.

3. To review audit results.

4. To assure that audit recommendations are appropriately addressed.

5. To review all non-budgeted expenditures over a set dollar amount to be determined by the Board.

Meetings

1. A meeting of the Audit/Finance Committee may be held upon the call of the chair of the Audit/Finance Committee by written notice (which may be delivered by facsimile or electronic mail).

2. Unless notice is waived in a signed statement by the Board member, written notice must be given to all of the members of the Audit/Finance Committee not less than forty-eight (48) hours before the time set for the meeting.

3. Attendance at any meeting by the members of the Committee will constitute a waiver of notice.

4. The notice of meeting shall specify the time, place and purposes of the meeting.

5. Members shall be permitted to participate in any meeting of such Committee by telephone or by any other means of communication as long as everyone can hear one another.

SECTION 529 - SOLICITATION OF FUNDS

General Purpose

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group.

It is the policy of the Board of Directors that students, staff members, and District facilities not be used for advertising or promoting the interests of any nonschool agency or organization, public or private, without the approval of the board or its delegated representative” and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board.

Responsibilities

Any staff member or outside organization desiring to solicit funds on school property must receive permission to do so from the Director. Permission to solicit funds will be granted only to those organization or individuals who meet the permission criteria established by the Director and Treasurer. Solicitation must take place at such times and places and in such a manner as specified in the administrative guidelines provided by the Director and Treasurer. No student may participate in the solicitation of funds without Director’s and Treasurer’s approval.

1. The Board disclaims all responsibility for the protection of, or accounting for, such funds.
2. Solicited funds are not to be deposited in any regular or special accounts of the District unless approved by the Director or Treasurer.

3. A copy of this policy as well as the relevant administrative guidelines (see following page of this policy manual) shall be given to any individual granted permission to solicit funds on District property.

SOLICITATION OF FUNDS – PERMISSION FORM

Any staff member or outside organization desiring to solicit funds on school property must receive permission to do so from the Director. Permission to solicit funds will be granted only to those organization or individuals who meet the permission criteria established by the Director and Treasurer. Solicitation must take place at such times and places and in such a manner as specified in the administrative guidelines provided below. No student may participate in the solicitation of funds without Director’s and Treasurer’s approval.

1. The Individual seeking permission to solicit funds on school property is solely responsible for the planning, implementation, and oversight of the solicitation activity.

2. The products or services provided must be pre-approved by the Director. Any deviation from the activities approved will be cause for termination of the activity. Restitution of any damage to the school or its students will be the responsibility of the individual seeking permission to solicit funds.

3. The safekeeping of the money will be the responsibility of the primary contact. This individual must sign this Permission Form (confirming their understanding of the Solicitation of Funds requirements) prior to receiving consideration for approval.

4. All transactions (money coming in and money going out) must be recorded on a written log and provided to the Treasurer upon request. The written log must be turned in to the Treasurer at the end of the fundraising activity. Failure to complete this requirement may result in punitive action to the primary contact identified below.

5. All disbursements made during this fund-raising activity require a receipt to document the actual cost of the products/services purchased during this fund-raising activity. All disbursements made without a receipt will be recorded and forwarded to the State Auditor’s office, if appropriate.

6. The school will not be responsible for payments, losses or any other costs associated with this activity. Any losses for any reason (including loss or theft) are the personal responsibility of the primary contact.

Date of Request ___________     Dates of Fund-Raising Activity _______________

Name of Primary Contact _______________________________________________________

Street Address, City, State, Zip __________________________________________________

Home Phone: ____________________   Business/Cell Phone: ____________________
Name of Organization (if applicable) ____________________________________________

Description of Fundraising Activity and Budget: ________________________________
(Note: A copy of a detailed budget must be submitted with this form)

Fundraising Goal: $__________

Use of Funds at Conclusion of Activity:

I understand my responsibilities as outlined above. ___________________________ Date ______

Primary Contact

Permission: ______________________ Date ______ ______________________ Date ______

Director Treasurer
This is a list of leaders, citizens and interested parties that the River Cities Academy (RCA) has contacted and met with to not only understand the needs of the community, but to also ensure the RCA board designs a school with significant input from the community. This only includes the formal meetings – in addition to the list below there are many more individuals that RCA has garnered input from. While RCA has encountered significant interest and support for the program (refer to separate quantitative survey results), in order to have a broad view, we have also tried to meet with individuals who we believed to be opponents to the effort. Therefore, being on this list does imply nor signify their support for the school. The list below excludes the attendees at the first two community meetings (this information was supplied separately).

1. State Representative Bam Carney – Chair House Education Committee
2. Senator Wil Schroeder
3. Senator Chris McDaniel
4. State Representative Joe Fischer
5. State Representative Kim Moeser – House Education Committee
6. State Representative Dennis Keene
7. Tim Hanner – President & CEO NaviGo
8. Arnold Simpson, Retired State Representative
9. Rep Adam Koenig (by Phone)
10. Jim Votruba (by phone) - Past President of NKU
11. Brent Cooper – President of NKY Chamber of Commerce
12. Kristin Baldwin – Vice President Public Affairs and Communication NKY Chamber
13. Trey Grayson – Past President of NKY Chamber of Commerce
14. Bill Butler, President and CEO Corporex
15. Rich Boehne – Past CEO Scripps, Chairman of the Board NKU
16. Nancy Grayson – Execute Director NKY Horizon Fund
17. Barbara Schafer – Executive Director, The Butler Foundation
18. Shane Gosney – Newport School Board candidate 2018
19. Sylvia Covington – Newport School Board Candidate 2016 & 2018
20. Jack Moreland – Southbank Partners
21. Superintendent Kelly Middleton (Newport)
22. Superintendent Jay Brewer (Dayton)
23. Superintendent Rob Smith (Bellevue)
24. Superintendent Karen Cheser (Ft Thomas)
25. Superintendent Mike Borchers (Ludlow)
26. Superintendent Alvin Garrison (Covington)
27. Vice Mayor (Newport) Tom Guidugli Jr
28. Tom Guidugli Sr – Executive Director Neighborhood Foundations
29. Oakley Farris - Citizen
30. Commissioner (Newport) Ken Rechtin
31. Richard Innes – Staff Education Analyst at Bluegrass Institute
32. John Stanton – Dir of External Affairs, Kenton County
33. Cynthia Reed – Previous Dean NKU College of Education
34. Earl Simms – Previous Director, Division of Charter Schools Frankfort, KY
35. Joel Adams – Executive Director, Kentucky Public Charter Schools Association
36. Larisa Simms – Assistant City Manager, Newport, KY
37. Tom Fromme – City Manager, Newport
38. Mary Welsh Schluer, Executive Director, Partnership for Innovation in Education
39. Ruth Mitchell – Citizen, Past Principle & Assistant Superintendent
40. Jen Dershem – Citizen, Teacher
41. Mark Stall – Previous Community Relations director at Corporex
42. Mandi and John Ball – Citizens
43. Julie Smith-Morrow – School Board (Newport)
44. Ramona Malone - School Board (Newport)
45. Meghan Glynn – Calfee Solutions (working with NaviGo)
46. Robert R Furnier – NKU Chase College of Law (Professor)
47. Chris Muzzo - NKU Chase College of Law (Assistant Professor)
48. Damion Lynch - NKU Chase College of Law (Law Student)
49. Elivia Rabe - NKU Chase College of Law (Law Student)
50. Jake Murray - NKU Chase College of Law (Law Student)
51. Joe Sgro - NKU Chase College of Law (Law Student)
52. Tori Ross - NKU Chase College of Law (Law Student)
53. Tyler Arnzen - NKU Chase College of Law (Law Student)
River Cities Academy

First Community Meeting

Tuesday November 29th, 2016

Peace Bell, Newport, KY

Attendance Sheet
River Cities Academy
First Community Forum on Charter School for NKY
Invite-Only event at Peace Bell
Tues Nov 29, 6-7:30PM
Attendance Sign-in Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>RSVP</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Bruns</td>
<td>Yes</td>
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<tr>
<td>Carabello</td>
<td></td>
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<tr>
<td>Faillo</td>
<td>Yes</td>
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<tr>
<td>Fischer - Ken</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Fisher - B &amp; T</td>
<td>Yes</td>
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<tr>
<td>Ford</td>
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<tr>
<td>Guidigli</td>
<td>Yes</td>
<td>Tom Broadway</td>
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<tr>
<td>Hartman</td>
<td>Maybe</td>
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<tr>
<td>Henry</td>
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<td>Krift</td>
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<td>Lehman</td>
<td>Yes</td>
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<tr>
<td>Leyshock</td>
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<tr>
<td>Lind (MegJLind@Gmail)</td>
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<tr>
<td>Majors</td>
<td>Yes</td>
<td>Todd &amp; Mojors</td>
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<tr>
<td>Maloney - I</td>
<td>Yes</td>
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<tr>
<td>Marron</td>
<td>Yes</td>
<td>Mark Marron</td>
</tr>
<tr>
<td>Parris</td>
<td>Yes</td>
<td>Bob &amp; Nadine</td>
</tr>
<tr>
<td>Pence</td>
<td>Yes</td>
<td>Rich Pence</td>
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<tr>
<td>Rechtin</td>
<td>Yes</td>
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<tr>
<td>Schaber</td>
<td>Yes</td>
<td>Lynn &amp; Dennis</td>
</tr>
<tr>
<td>Tinkler</td>
<td>Yes</td>
<td>Jennifer Tinkler</td>
</tr>
<tr>
<td>Weghorst</td>
<td>Yes</td>
<td>Jennifer</td>
</tr>
<tr>
<td>Younquist</td>
<td>Yes</td>
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River Cities Academy

Second Community Meeting

Tuesday May 16, 2017

Peace Bell, Newport, KY

Attendance Sheet
Completed Input Sheets
River Cities Academy
Second Community Forum on a Charter School for NKY
Invite-Only event at Peace Bell
Tues May 16, 6-7:30PM
Attendance Sign-in Sheet

<table>
<thead>
<tr>
<th>Please PRINT Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Dennis Schaber</td>
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<tr>
<td>Evelyn Pence</td>
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<td>Ian Maloney</td>
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<tr>
<td>Jennifer Roeder</td>
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<tr>
<td>Angela Penick</td>
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<tr>
<td>Kim + Dick Hill</td>
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<td>Kim Rosen</td>
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<td>Todd Mays</td>
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<td>Richard Innes</td>
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<tr>
<td>Steven Neubeck</td>
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<tr>
<td>Carolyn Evans</td>
<td></td>
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<tr>
<td>Kim Rouse</td>
<td></td>
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<tr>
<td>Heather Suhringli</td>
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<td>Jennifer Mariard</td>
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<td>Western Peck</td>
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<tr>
<td>Jeff Westy</td>
<td></td>
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<tr>
<td>King Tesanar</td>
<td></td>
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<tr>
<td>Ryan J. Lewis</td>
<td></td>
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<tr>
<td>Kelly Failla</td>
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</table>
River Cities Academy
Feedback Sheet

Thank you for attending tonight's meeting!
Please take a few minutes to fill in the attached feedback sheet. Your input is important in helping us to design the best possible school for our community.

1. Do you think a regional school like the one presented tonight has the potential to significantly benefit NKY students and families?
   - [ ] Absolutely
   - [ ] Yes, I think so
   - [ ] No, I don't think so
   - [ ] Absolutely not

Based on what you saw presented and discussed tonight:
- Budget
- Finance
- Some discussion, but not enough
- Not enough information or data for success

What do you think needs improvement?

2. Do you have a child/children who will be the right age for entering a K-5 program in Aug 2018?
   - [ ] Yes
   - [ ] No

Do you have a child/children who will be the right age for entering Kindergarten in the next 3 years?
   - [ ] Yes
   - [ ] No

3. If yes, would you send your child/children to River Cities Academy? (This is NOT a commitment, just an indicator for the Core team to understand interest in the school)
   - [ ] Yes
   - [ ] No

Why or Why not?

4. Do you know other people who would be interested in learning more about River Cities Academy?
   - [ ] Yes
   - [ ] No

If yes, would you be willing to share their contact information here (or allow us to contact you to get this information at a later time)?

Your name/email:

Other interested name/email:

Other interested name/email:

5. Would you be interested in volunteering to help River Cities Academy?
   - [ ] General Help (Core Team)
   - [ ] Recruiting top talent
   - [ ] Financial Planning
   - [ ] Academic Program
   - [ ] Other

Initial discussion:

[Signature]

[Date]

Free to add additional comments on back. Thank you!
Thank you for attending tonight’s meeting!
Please take a few minutes to fill in the attached feedback sheet. Your input is important in helping us to design the best possible school for our community.

<table>
<thead>
<tr>
<th>1. Do you think a regional school like the one presented tonight has the potential to significantly benefit NKY students and families?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Absolutely [ ] Yes, I think so [ ] No, I don’t think so [ ] Absolutely not</td>
</tr>
</tbody>
</table>

Based on what you saw presented and discussed tonight:
What do you think is missing? Input from more teachers on the realities of the urban classroom as it relates to the vision for the school.

What do you think needs improvement? Thought/Planning on intentional parent engagement can expectations be set for parents? Even though public?

<table>
<thead>
<tr>
<th>2. Do you have a child/children who will be the right age for entering a K-5 program in Aug 2018?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Yes [ ] No</td>
</tr>
</tbody>
</table>

Do you have a child/children who will be the right age for entering Kindergarten in the next 3 years?

| [ ] Yes [ ] No |

3. If yes, would you send your child/children to River Cities Academy? (This is NOT a commitment, just an indicator for the Core team to understand interest in the school) [ ] Yes [ ] No

Why or Why not?

| ______________________________________________________________________________________________________________________________________ |

4. Do you know other people who would be interested in learning more about River Cities Academy? [ ] Yes [ ] No

If yes, would you be willing to share their contact information here (or allow us to contact you to get this information at a later time)?

[ ] Carolyn.Bruns@fuse.net - later time

| Other interested name/email |
| ________________________________________________________________________________ |

| Other interested name/email |
| ________________________________________________________________________________ |

5. Would you be interested in volunteering to help River Cities Academy?

Yes, my areas of interest are (check all that apply):

<p>| | | |</p>
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<tbody>
<tr>
<td>[ ] General Help (Core Team)</td>
<td>[ ] Recruiting top talent</td>
<td>[ ] Academic Program</td>
</tr>
<tr>
<td>[ ] Fundraising/Facilities</td>
<td>[ ] Research</td>
<td>Other:</td>
</tr>
<tr>
<td>[ ] Financial Planning</td>
<td>[ ] Legal Guidance</td>
<td>____________ questions/ input</td>
</tr>
</tbody>
</table>

[ ] Carolyn.Bruns@fuse.net

| Your name/email |
| ________________________________________________________________________________ |

Feel free to add additional comments on back. Thank you!
1. Do you think the school is a good place for students and families?  
   Absolutely: [ ] Yes [ ] No [ ] Maybe [ ] Don't know [ ] Not sure

Based on what you saw, what did you think was effective or not effective?  
   [ ] Students in the classroom [ ] Teachers' involvement [ ] Parent-teacher relationship

2. Do you have a child/children who will be 5 years old in August?  
   Yes: [X] No: [ ]

Do you have a child/children who will be 5 years old in the next 3 years?  
   Yes: [X] No: [ ]

3. Would you be interested in volunteering to help River City Academy?  
   Yes: [ ] No: [ ]

Other ways to help the school:

4. Are you interested in volunteering to help River City Academy?  
   Yes: [ ] No: [ ]

Other ways to help the school:

5. [ ] General help (tutoring, etc.)
   [ ] Art (art classes)
   [ ] Physical Education
   [ ] Research
   [ ] Legal Guidance
   [ ] Academic Projects

[ ] Other ways to help the school: [ ]
Thank you for attending tonight's meeting!
Please take a few minutes to fill in the attached feedback sheet. Your input is important in helping us to design the best possible school for our community.

1. Do you think a regional school like the one presented tonight has the potential to significantly benefit NKY students and families?
   - [ ] Absolutely
   - [ ] Yes, I think so
   - [ ] No, I don't think so
   - [ ] Absolutely not

   Based on what you saw presented and discussed tonight:
   What do you think is missing?

   ____________________________

   ____________________________

   What do you think needs improvement?

   ____________________________

   ____________________________

2. Do you have a child/children who will be the right age for entering a K-5 program in Aug 2018?
   - [ ] Yes
   - [ ] No

   Do you have a child/children who will be the right age for entering Kindergarten in the next 3 years?
   - [ ] Yes
   - [ ] No

3. If yes, would you send your child/children to River Cities Academy? (This is NOT a commitment, just an indicator for the Core team to understand interest in the school)
   - [ ] Yes
   - [ ] No

   Why or Why not?

   ____________________________

   ____________________________

4. Do you know other people who would be interested in learning more about River Cities Academy? (if yes, would you be willing to share their contact information here (or allow us to contact you to get this information at a later time)?)

   ____________________________

   ____________________________

   ____________________________

   ____________________________

5. Would you be interested in volunteering to help River Cities Academy?
   Yes, my areas of interest are (check all that apply):
   - [ ] General Help (Core Team)
   - [ ] Recruiting top talent
   - [ ] Research
   - [ ] Legal Guidance
   - [ ] Academic Program
   - [ ] Other:

   ____________________________

   ____________________________

Feel free to add additional comments on back. Thank you!

May 2017
Created by the River Cities Academy Core Team
contact RCACoordinates@gmail.com
Thank you for attending tonight's meeting! Please take a few minutes to fill in the attached feedback sheet. Your input is important in helping us to design the best possible school for our community.

1. Do you think a regional school like the one presented tonight has the potential to significantly benefit NKY students and families?  
   - Absolutely  - Yes, I think so  - No, I don't think so  - Absolutely not

   Based on what you saw presented and discussed tonight:  
   - What do you think is missing?  
     - Access to extra-curricular activities
     - "You sound" details (calendar)
   - What do you think needs improvement?

2. Do you have a child/children who will be the right age for entering a K-5 program in Aug 2018?  
   - Yes  - No
   - Do you have a child/children who will be the right age for entering Kindergarten in the next 3 years?  
     - Yes  - No

3. If yes, would you send your child/children to River Cities Academy? (This is NOT a commitment; just an indicator for the Core team to understand interest in the school)  
   - Yes  - No

   Why or Why not?
   - Appreciate the non-traditional, more flexible, "wounded approach" to education

4. Do you know other people who would be interested in learning more about River Cities Academy?  
   - Yes  - No

   If yes, would you be willing to share their contact information here (or allow us to contact you to get this information at a later time)?

   - Your name/Email: [Signature]
   - Other interested name/email: [Signature]

5. Would you be interested in volunteering to help River Cities Academy?  
   - Yes, my areas of interest are (check all that apply):
     - General Help (Core Team)
     - Recruiting top talent
     - Academic Program
     - Fundraising, Facilities
     - Research
     - Financial Planning
     - Legal Guidance
     - Other

   - Your name/Email: [Signature]

Feel free to add additional comments on back. Thank you!

May 2017
Created by the River Cities Academy Core Team:
contact: RACaroline@gmail.com

[Signature]
Thank you for attending tonight's meeting!
Please take a few minutes to fill in the attached feedback sheet. Your input is important in helping us to design the best possible school for our community.

1. Do you think a regional school like the one presented tonight has the potential to significantly benefit NRY students and families?  
   ☑ Absolutely  ☐ Yes, I think so  ☐ No, I don't think so  ☐ Absolutely not

   Based on what you saw presented and discussed tonight:
   What do you think is missing?  
   [Very Good Intro meeting]  
   Still lots to do. Recommend regulatory research.  
   Press now. Get a team together to do.

   What do you think needs improvement?


2. Do you have a child/children who will be the right age for entering a K-5 program in Aug 2018?  
   ☑ Yes  ☐ No
   Do you have a child/children who will be the right age for entering Kindergarten in the next 3 years?  
   ☑ Yes  ☐ No

3. If yes, would you send your child/children to River Cities Academy? (This is NOT a commitment, just an indicator for the Core team to understand interest in the school)  
   ☐ Yes  ☐ No
   Why or Why not?


4. Do you know other people who would be interested in learning more about River Cities Academy? ☑ Yes  ☐ No
   If yes, would you be willing to share their contact information here (or allow us to contact you to get this information at a later time)?

   your name/email

   other interested name/email

   other interested name/email

5. Would you be interested in volunteering to help River Cities Academy?
   Yes, my areas of interest are (check all that apply):
   ☑ General Help (Core Team)  ☑ Recruiting top talent  ☑ Academic Program  ☑ Other:
   ☑ Fundraising Facilies  ☑ Research  ☑ Legal Guidance  ☑ Other:
   ☑ Financial Planning

   Richard L. Inner
   your name/email

   742.244.4392

Feel free to add additional comments on back. Thank you!

May 2017
Created by the River Cities Academy Core Team
contact: RCACHarere@gmail.com
Attachment B
Letters of Support
December 13, 2018

Dear Board Members,

In answer to a positive community response for the River Cities Academy, a passionate and organized group of parents and citizens have worked diligently to put a professional proposal together to provide school choice for Northern KY families. This is a wonderful opportunity to provide children an educational model tailored to their needs. I am a firm believer that families be given the tools they need to provide developmentally appropriate education for their children, while creating a program which enhances our community. Most parents wish to control where their tax dollars are spent, especially when it so directly affects their kids. As a state legislator, I feel it is my job to listen to my constituents and help provide these opportunities. This is exactly what the River Cities Academy will do for Northern KY families.

As a mother of five, grandmother of two and lifelong Northern Kentuckian, I am very supportive of this project. My children thrived in Montessori programs, very similar in philosophy to that of RCA. These schools are located in Cincinnati as there were no options for this type of education in NKY. Offering an alternative educational opportunity within one’s neighborhood is important to families and I believe that tuition-free, public school options should be a choice for all families who pay taxes in the Commonwealth of KY.

Sincerely,

Representative Kimberly Poore Moser (R)
House District 64
502-564-8100 Ext. 694
The letter below is an unsolicited letter that the River Cities Academy team received after a small community meeting held on May 16, 2017. The purpose of the meeting was to share progress and get input into our thinking. The note below has been re-printed with permission of the author. The author Nick Hill and his wife Kirst Hill are residents of Newport.

From: Nick Hill <nicholaspatrickhill@gmail.com>
Subject: Re: Thanks!
Date: May 21, 2017 at 4:10:22 PM EDT
To: Evelyn Pence <evelyn@pencestudio.com>

Evelyn,

I know that Kirst submitted a feedback form with a few thoughts but I also wanted to share another perspective. I was coming into the meeting last week pretty blind - both toward this particular proposal and to charter schools in general. Some of these concepts were actually pretty mind blowing for me. I am deeply attracted to the concept of hands-on, experiential, project-based learning.

I attended catholic school from 1st through 12th grade. Looking back, I appreciate a few advantages that I had in that system but I also recognize that I did not flourish in that academic environment. In later years, I sometimes struggled to find utility in what I was learning at school (particularly in math). I was not a bad student but these concepts and formulas were never explained as having real world applications and my brain just shut them out. I distinctly recall one teacher telling me that I really just didn't understand math. It's always stuck with me. I laugh now because there are equations that I use everyday at work that I remember failing to understand from a text book back then. But I am an extremely quick and easy learner when I am given a hands-on project or task to complete. That was missing in school and I believe it would have made a difference.

I was also a multipotentialite kid who participated in numerous school-sanctioned extracurricular activities including soccer, academic challenge groups, and art and drama clubs. In addition, I had countless hobbies of my own including guitar and other instruments, reading, and avid fiction writing. There was not a ton of support for that, especially with regards to time management.

In many ways, I feel like I would have been the perfect candidate for the kind of curriculum and learning environment that was described in the meeting last week. Kirst and I have had some casual conversations about where we would send a future child for school and I've always felt very conflicted. There's obviously a decent chance that my kid would turn out a lot like me and, if so, I want a different path for them. Listening through some of the ideas that were proposed gave me a lot of hope. We'll certainly be keeping out eyes on the project as it progresses and appreciate you including us in the meeting.

Thanks,

Nick
Newport City Commissioner Ken Rechtin  
18 Biehl Street  
Newport, Kentucky 41071  
859-250-2263  
kennethrechtin@gmail.com  
11-27-2018

Newport Board of Education Members,  
Board Members  
Newport Independent School District  
20 West 8th  
Newport, Kentucky 41071

Dear Newport Board of Education Members,  

My wife, Christina, and I are longtime residents of Newport.  

Many of you are aware that Tina and I did not use the NISD as our educational choice for our children. We choose instead to send our children through the Diocesan Catholic School system. The Catholic education that is afforded at these schools was THE critical component to our decision.  

We feel that the choice that we made has benefited our children.  

This is not to say that, had we made a choice of utilizing the public or another system, our children would not have been recipients of an excellent education. I explain our decision for the sole purpose to indicate that we had the opportunity and the ability to make a choice.  

There are many parents in Newport who do not have or are not given that opportunity of choice.  

I ask you to support the efforts of the River Cities Academy so that all parents are offered a choice.  

Sincerely,  

Newport City Commissioner Ken Rechtin
 Dear Board of Education Members,

I am writing in support of the River Cities Academy because I firmly believe in school choice for all students. As an educator of 45 years, with 41 years in public education, I realize that public school options can afford families and students opportunities for success that cannot always be realized in the existing public systems.

While some believe that charter schools are a threat to public education, I believe that the competition can actually improve all systems of education and can provide some students the alternative needed to become successful.

The dedicated team members, who have prepared the application for approval, have gone above and beyond in the endeavor to investigate and finalize a curriculum that provides a totally different approach to learning. The “Experiential Learning featuring the Case-Method” model, one that is supported with strong evidence from multiple well-designed and well-implemented experimental studies, will provide a truly differentiated approach for the learners.

I believe that this school option for the students of the expressed communities can co-exist harmoniously with the other public institutions and will greatly appeal to the parents who have children who are currently under-performing in the traditional school.

Happy parents leads to happy communities, and as a community member, I strongly believe that this educational opportunity could definitely help meet the needs of our wonderful community.

Thank you for your consideration.

Respectfully,

Ruth Mitchell
Educational Consultant
331 E. 4th Street
To the River Cities Academy Board:

Living in Newport for the last six years, and on and off for the last 15 years, I have grown to really love this community and location. As residents and local business owners, my husband and I love to be near the city in our historic and beautiful East Row neighborhood. Owning businesses in Newport, Bellevue, and Covington allows us to add to the community in experience and revenue for the cities.

As future parents, our main concerns have always been what to do when it comes time for sending our children to school. We have actively looked into moving to Fort Thomas, looked into sending our children to private schools, or looked into moving to Kenton County, all for reasons of having better schooling opportunities than those currently offered in our zip code. I know that we are not alone in this, as this is a hot topic of many friends, neighbors, and customers. Being a young family, we’re faced with the challenge of deciding whether to move or to send our children to schools that do not impress us.

Learning about River Cities Academy truly excites us! What if we can stay in our house and have a community driven, high expectation school in our city!? Sounds like a win-win. This forward-thinking group spearheading River Cities Academy is filling the need of schooling for those searching for alternatives to what we already have and providing huge incentives for residents to move here, and to be able to stay here.

RCA, by providing both high achieving and at-risk children access to education, will prepare them for a changing world. Schooling, in my opinion, should evolve, and with RCA’s differentiated learning approach, students will be supported and involved in real life experience in our community. Being a part of the community throughout their schooling will allow children to be invested at an earlier age and will be a lifestyle that can be celebrated.

Another standout difference that really spoke to me was the extended school day and year. By having students and staff working together for homework time, the child can be more present at home, taking the responsibility of “homework” away from the kitchen table, and have more time for family time. By truly splitting schoolwork and home time, a teacher can be more involved in the curriculum for school, and the home life can be more focused on the morals and value of the family at home. Choosing to learn in a charter school setting should and will already directly correlate with the family values but will allow each to have its time and place.

In closing, I am happy to write this letter of support for the River Cities Academy. We are excited to see RCA realized and look forward for all the great things that this school will bring to our community.

Sincerely,
Kate Moeves
Newport Independent School Board  
Welcome Center  
30 West 8th Street  
Newport KY, 41071

Dear Board Members:

I am writing to support the foundation of River Cities Academy as a regional charter school based in Newport.

I spent ten years as a high school science teacher, including Holmes High School, Bellevue High School, Lloyd Memorial High School, Beechwood Independent Schools, and Hughes High School. In the course of these duties, I was an SBDM member, wrote and executed two school improvement plans, consulted on Kentucky physics teacher exam, and graded state assessment tests from 10 states.

In my experiences in this variety of places, it became clear to me that no one education model can serve the needs of all of our students, for a variety of reasons. As currently designed, a student who, for whatever reason, is not thriving in the local public school and whose parents do not have the money to send them to a private or catholic school has no place to turn to, particularly since the county schools are closing admission for tuition students due to overcrowding. There is a significant group of families who would benefit from an affordable alternative to catholic and private schools.

From an educational perspective, a charter school like the one proposed provides what could be an essential laboratory for exploring and developing new and better ways to educate, which all the surrounding schools could benefit from.

I see no downside and a very large potential upside to establishing the River Cities Academy as proposed, both for families in the region and for other schools in the region.

Please support the establishment of this school.

Sincerely,

Jon Ryker

127 W. 10th St.  
Covington, KY 41011
Dear members of the Newport School Board,

I am an involved member of the community in Newport, have been an education professional for thirteen years, and I am a mother of two young children. I would like you to know of my strong support for the implementation of the River Cities Academy. Through my experience working with urban, public, charter, suburban, and private schools, I have come to know that children and families have a variety of different needs. As an employee of five different schools in three different cities, I have a deep understanding of how communities and their educational facilities function. I have found, through my experience, that a wide variety of school options and styles leads to the highest success rate for the largest number of children. The reason for this, in my opinion, is that there are a wide variety of learning styles, socioeconomic levels, and intelligence quotients in communities alike. Each school has their own vision, techniques, and ways to meet needs of different children. If more options are given to families, students have a much higher chance to succeed, given that they can research and find the school that is best fit for their needs.

I want to reiterate that I feel the opening of the River Cities Academy would benefit the Northern Kentucky area. Giving families more opportunity to find a suitable, educational fit for their children would only benefit the community. I am in support of the successful opening of this school and hope you will consider my opinions of value. Please feel free to contact me with any additional questions, thoughts, or concerns.

Sincerely,

Niki Youngquist
327 E. 4th St.
Newport, KY 41071
nicoleyoungquist@gmail.com
(480)363-9968
Newport Board of Education:

I am writing to show my support of the River Cities Academy charter school. I believe the River Cities Academy will provide a great learning community for children and I believe the school will benefit families of the Bellevue, Dayton, Newport, Ludlow, Covington and Ft. Thomas communities.

I am a current resident of Newport. I am also a teacher who has taught elementary school in several districts in the area including Norwood and Newport. I currently teach kindergarten part time at a private Montessori school in Newport. My husband and I are selling our home and moving to a suburb of Cincinnati in pursuit of a school district that will meet the needs of our school aged children. I have worked with Lynn Schaber and her team discussing the importance of educating the whole child. Their proposal of creating a rigorous, project based learning curriculum will help the students in the school to be college and career ready. River Cities Academy will not only provide an excellent education, but will provide a safe environment for some of the families who need it the most in our community by providing wholesome meals and having an extended school day.

Newport and the surrounding communities need more high quality school options. Please consider the River Cities Academy proposal. Their unique program has the potential to make a hugely positive impact to the education community in the local area.

Sincerely

Jennifer Dershem

513.310.9809
December 3, 2018

Newport Board of Education
Office of the Board of Education
30 W. 8th Street
Newport, KY 41071

To Whom It May Concern:

We are pleased to offer a letter of support for the River Cities Academy (RCA).

Partnership for Innovation in Education (PIE) is honored to play a role in helping RCA develop deeper learning curriculum connecting classroom learning with real world experiences. RCA is serving as a catalyst in Kentucky, as it builds an experiential curriculum from the ground up with invested educators, engaged business partners and community partners committed to providing transformational opportunities to Northern Kentucky’s next generation of leaders.

As a member of RCA’s team, we are the only nonprofit organization to develop K-12 curriculum using case-based learning pedagogies. RCA is tailoring its curriculum to offer relevant and “real world” learning opportunities proven to boost academic achievement, social emotional and career ready skillsets aligned to ACT critical thinking and cognitive pathways. It is an exciting opportunity to offer such transformational school choice options to the students of the River Cities.

Since 2013, PIE has been deploying the case-based learning method to School Districts across Ohio. Over the past five years, PIE has received over $3.3M by the Ohio Department of Education (ODE) to launch 45 programs connecting K-12 classrooms to emerging career pathways. In fact, the ODE issued its 2019-2024 Strategic Plan (EachChild=OurFuture), using Case Based Experiential Learning as its key deliverable.

RCA + PIE CaseLAB® programs would feature:

• Real world challenges with industry partners and mentors in emerging career pathways
• Students play role of decision makers, while educators serve as coaches and facilitators
• Cases are "solved" using dynamic process of exchanging information & defending points of view
• Problem narratives with embedded Content Standards, Career Simulations, Human Resource, Collaboration, Empathy Assessments and Team Member Evaluations
• Narratives with Character Building and Leadership Skillsets, with specific attention to reaching minority, women and students with disabilities
• Skills alignment for ACT and SAT educational testing in critical thinking, social-emotional, cognitive identification and reading comprehension skillsets
• Greater off-site teacher team coordination with online portal, instructor teaching materials and best practice training tools
• Talent identification & workforce pipeline connecting industry partners with middle and high school classrooms
• Enhanced qualitative and quantitative data analytics interpretation, chart development, statistics communication, documentation, and other data communication skillsets

The Partnership for Innovation in Education is a registered 501(c)(3) tax exempt nonprofit organization.
Clearly, RCA would benefit from the program’s deployment with the Ohio Department of Education (ODE) where Case Based Learning (CBL) has played a key role in:

- Increasing unique and bold partnerships (Strategy 9)
- Transforming the high school experience so that students graduate with college credit, career technical training, or an industry-recognized credential or certificate (Strategy 10)
- Implementing a “Student Success Plan” using case-based approaches (Strategy 11)
- Improving Targeted Supports for delivering excellent instruction with Teaching Labs (Strategy 15).

**PIE Program’s Key Deliverables**

- Accelerated High School Graduation with Authentic Learning Accreditation
- Embedded Content Standards in Computer Science, Engineering, Aerospace
- Emerging Career Pathway Coursework with Accredited Mentors
- Industry Certification with Drone, Robotics, Aviation, Multi Media Programming
- Cutting Edge Industry Capstone Projects with Embedded Curriculum
- Growth Mindset Featuring On-Site Career Exploration, Leadership Skillsets
- Entrepreneurship, Empathy and Design Thinking Classroom Tools
- College and Career Tech Accreditation with Fortune 500 Partners
- Job Placement, Paid Internships, Industry Shadowing
- Access to Scholarships, On-Campus and Off-Site Learning Programs

PIE welcomes the opportunity to introduce our work to Kentucky’s legislators, community leaders and business executives interested in supporting Kentucky's key priorities for great schools featuring a) equity in education, b) college and career readiness, and c) entrepreneurship.

We look forward to playing a role with RCA and extending its impact among the students of Northern Kentucky and the region's stakeholders.

Best,

*Mary Welsh Schlueter*

Mary Welsh Schlueter
Attachment C

Enrollment & Recruitment Plan

Admissions Strategic Plan

The recruitment and enrollment goals and objectives are divided into 3 phases:

**Phase 1:** This phase represents networking and marketing goals for the months of February to March 2020. During this phase, the major objectives are marketing and network building. During the months of February to March, all strategies will be implemented to engage community members, leaders, organizations and neighborhoods to bring awareness to Dynamic Schools.

**Phase 2:** This phase represents networking and enrollment goals for the period April to August 2020. This goal accounts for student recruitment and represents the number of scholars for the 1st Day of School. This phase indicates families who attend a Parent Orientation.

**Phase 3:** This phase represents networking and enrollment goals for the period of September-November 2020. This is also considered the Enrollment Transition period (when the reduction of scholars is experienced).

<table>
<thead>
<tr>
<th>Enrollment Targets 2019/2020</th>
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<tr>
<td>44</td>
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<table>
<thead>
<tr>
<th>Projection Plan (# of Enrollments) per Month</th>
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<tbody>
<tr>
<td>March</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Completed Enrollment</td>
</tr>
</tbody>
</table>

**Goals:**

1. *Develop and implement a marketing campaign that will increase brand awareness (Phases 1-2)*

   A. Objective: Identify and develop key partnerships at various levels of engagement

   **Action Step(s):**
   
   ✤ Create comprehensive Network Lists that includes the following areas:
   
   ✤ **Tier One:** Major Stakeholders, Political Leaders, Directors
   
   ✤ **Tier Two:** Business, Community/Social Services and Religious Leaders
• **Tier Three:** Grassroots: Daycares, Libraries, Community Centers, Block Clubs and Youth Serving Organizations, Community Centers, Street Fairs, Music Festivals,
  - Create & develop a PowerPoint presentation that will be used for parent orientations
  - Create and develop a personal elevator speech that can be used in meetings and parent orientations.
  - Meet with 3-5 key organizations per week to increase awareness and visibility
  - Design and distribute monthly e-newsletter for all contacts in order to maintain relationships and engagement.
  - Identify & cultivate strategic partnerships
  - Leader will contact local police precinct to schedule a meeting (introductions, request for security and permit procedures for public events)

B. Objective: Develop and implement comprehensive marketing strategies that will increase visibility.

**Action Step(s):**
- Create social media campaign on Instagram, LinkedIn, Facebook, and Twitter.
- Create a timeline for advertising campaigns for billboards, radio ads, lawn signs for enrollment and recruitment events.
- Order cups, pens, drawstring bags, bumper stickers, t-shirts, and water bottles to distribute during canvassing and other events.

C. Objective: Research and attend a minimum of 10 community events to generate brand awareness

**Action Step(s):**
- Create calendar of potential community events to attend
- Find a local league children’s sports teams in neighborhoods to sponsor for games and events
- Contact City Community Development Corporation for contacts in the surrounding neighborhoods.

**Meeting agenda**

**Action 1.) Meeting Organization**
- Personality- leaders will script a 30 second bio that shares their story, past successes and accomplishments.
- Leaders will take 30-90 seconds to discuss the background of the school. (talk about the
success of the school model)
❖ Why NKY? With 1-2 facts, leaders will talk about why we chose to open a school in the CNKY area.
❖ The Ask- Can I speak at your next meeting? Can I present to your employees? Can I set up at table at your next event?
❖ Networking -Who else needs to hear this? Who else can we talk to that would love to hear about our school?

Action 2.) Cultivation
❖ Leader will have 24 hours to follow up with an email (Thanks for your time)
❖ Build relationship with your networking connections
❖ After meeting, follow up with the connection
❖ Through consistent communication, schedule visits to the school for members of the community that we connect with

Action 3.) Sustainability
❖ Leader will then determine how to maintain those contacts (frequency & type)
❖ Leader will also track contact in spreadsheet provided by Peavy & Adkins

II. Through innovative and comprehensive strategies, recruit 180 students (Phases 1-2).

A. Objective: Organize recruitment events to boost visibility.
Action Step(s):
❖ By March 15, 2020, conduct first parent orientation for interested families, with an emphasis on Kindergarten
❖ By April 7, host a Community Lunch & Learn
❖ By May 19, host a Community Lunch & Learn
❖ By June 16, host a Community Lunch & Learn
❖ By July 15, conduct a Community Fun Day
❖ By August 15, host Community Open House & Ribbon Cutting Ceremony

Other events to be added as they arise (community events, additional admissions events)

B. Objective: Develop and implement canvassing plan to increase visibility.
Action Step(s):
❖ Create ongoing Canvassing Calendar
❖ Create ongoing Canvassing Map
❖ By March 15, 2020, Street Team canvassing blast #1
❖ By March 17, Visit 5-7 Headstart Centers
❖ By May 15, 2020, Street Team canvassing blast #2
❖ By July 1, Street Team canvassing blast #3

Objective: Utilize a variety of recruitment strategies to recruit potential students.

Action Step(s):
❖ Conduct 2-3 presentations at various business/daycares per week
❖ Create relationships with other K-5 school programs
❖ Create relationships with area Middle and High Schools
❖ Create literature drop schedule for community partners & other community stakeholders (religious organizations, libraries, supermarkets, barbershops, gyms, salons, rec centers, etc.)
❖ Drop off literature to 25 community agencies/organizations per week.
❖ Using network list, cultivate 2-3 daycare visits per week
  • Set up meeting with Director to do a general introduction
  • Set up a table presentation
  • Create a literature drop schedule for Daycares
❖ Using network list, schedule 2 religious organization visits per week
  • Set up meeting with Pastor/Youth Pastor to do a general introduction
  • Schedule opportunities to do table presentations or information sessions at each religious organization.
❖ Create Parent and/or Student Referral program
❖ Utilizing Community Partners, distribute yard signs
❖ Utilizing Community Partners, create call lists of potential families
❖ Host at least 2 Chat & Chew per month at specific apartment and housing communities in the area
❖ Host at least 2 Chat & Chews per month at Daycare centers
❖ Sponsor field trip for Daycare Center (if feasible)

Timeline

Items to complete during February to March (Phase 1)

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete by</th>
<th>Person Responsible</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create comprehensive Network Lists</td>
<td>Ongoing</td>
<td>Principal, Dean, Board LT (Leadership Team) will continue to add</td>
<td>Initial List shared with Team</td>
</tr>
<tr>
<td>Task</td>
<td>Frequency</td>
<td>Responsible Parties</td>
<td></td>
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<tr>
<td>Create &amp; develop a PowerPoint presentation that will be used for parent orientations</td>
<td>Ongoing</td>
<td>Board, Principal</td>
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<tr>
<td>Create and develop a personal elevator speech that can be used in</td>
<td>Ongoing</td>
<td>Board, Principal</td>
<td></td>
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<tr>
<td>Meet with 3-5 key organizations per week to increase awareness and visibility</td>
<td>Ongoing</td>
<td>Board, Principal</td>
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<tr>
<td>Design and distribute monthly e-newsletter for all contacts in order to maintain relationships and engagement.</td>
<td>Ongoing</td>
<td>Board, Principal</td>
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<tr>
<td>Identify &amp; cultivate strategic partnerships</td>
<td>Ongoing</td>
<td>Board, Principal</td>
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<tr>
<td>Develop Communication/Newsletter Template for Community Partners</td>
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<td>Board, Principal, Adkins</td>
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<tr>
<td>Design and distribute monthly e-newsletter</td>
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<td>Board, Principal, Adkins</td>
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<tr>
<td>Create Social Media campaign</td>
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<tr>
<td>Create Calendar of potential community events to attend</td>
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<tr>
<td>Create Recruitment Calendar</td>
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<tr>
<td>Review/Revise Enrollment Forms/Letters/Scripts</td>
<td>Ongoing</td>
<td>Board, Principal, Adkins</td>
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<tr>
<td>Review/Revise New/Open Enrollment plan: policies and procedures to include: waitlist and withdrawals</td>
<td>Ongoing</td>
<td>Board, Principal, Adkins</td>
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<tr>
<td>Revise Parent Orientation</td>
<td>Ongoing</td>
<td>Board, Principal, Adkins</td>
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<tr>
<td>Find local children’s sports teams in Mt. Airy neighborhood to sponsor for games and events</td>
<td>Ongoing</td>
<td>Board, Principal, Adkins</td>
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<tr>
<td>Contact City Community Development Corporation for</td>
<td>Ongoing</td>
<td>Board, Principal, Adkins</td>
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</table>
contacts in Mt. Airy and surrounding neighborhoods.

**Items to complete during January – March (Phase 1)**

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<th>Task</th>
<th>Complete by</th>
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<th>Progress</th>
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<tr>
<td>Create Canvassing Calendar</td>
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<td>Street Team canvassing blast #1</td>
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<td>Board, Principal</td>
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<tr>
<td>Visit 5-7 Headstart Centers</td>
<td>3/2020</td>
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<tr>
<td>Street Team canvassing Blast #2</td>
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<td>Street Team canvassing Blast #3</td>
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</table>

**Items to complete during April – June (Phase 2)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete by</th>
<th>Person Responsible</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct first Parent Orientation for interested families (emphasis Kindergarten)</td>
<td>3/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
<tr>
<td>Host a Community Lunch &amp; Learn</td>
<td>4/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
<tr>
<td>Host a Community Picnic</td>
<td>6/3/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
<tr>
<td>Host a Community Lunch &amp; Learn</td>
<td>6/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
<tr>
<td>Host a Community Lunch &amp; learn</td>
<td>7/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
<tr>
<td>Host Community Open House &amp; Ribbon Cutting Ceremony</td>
<td>8/2020</td>
<td>Board, Principal</td>
<td></td>
</tr>
</tbody>
</table>

**Items to complete July – August (Phase 2)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete by</th>
<th>Person Responsible</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop relationships with K-5 school programs</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Develop relationships with area High Schools</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Create literature drop schedule for community partners &amp; other</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Frequency</td>
<td>Responsibility</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Drop off literature to 25 community agencies/organizations per week</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Cultivate 2-3 Daycares per week</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Create and conduct Parent and/or Student Referral program</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Create literature drop schedule for community partners &amp; other community stakeholders</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Schedule 2 religious organization visits per week</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Distribute yard signs</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Create call lists of potential families</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Host at least 2 Chat &amp; Chew per month at specific apartment and housing communities in the area</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Host at least 2 Chat &amp; Chews per month at Daycare centers</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
<tr>
<td>Sponsor field trips for Daycare Center (if feasible)</td>
<td>Ongoing</td>
<td>Principal once hired</td>
<td></td>
</tr>
</tbody>
</table>
Attachment D
Curriculum Samples
The leader in PreK-12 STEM education.
Preview now at STEMpreview.com
Students are working collaboratively on thought-provoking, engaging lessons that make abstract science concepts concrete. A group of students are working closely with the teacher on an engineering-design challenge, actively applying what they learned in yesterday’s lab. Others are using technology alongside hands-on models as they take measurements in a digital simulation, revealing underlying mathematical patterns to support their claims.

This isn’t tomorrow—it’s now, with STEMscopes. Tomorrow’s STEM leaders—biophysicists, renewable energy technicians, electrical engineers, and program architects—are in your classroom today. How will your STEM solution prepare them today for the knowledge, skills, and passion needed for a better tomorrow?

Imagine Tomorrow’s STEM Classroom, Today.

STEMscopes started in an educator professional development lab and was incubated in the classroom by practicing teachers. Written by hundreds of teachers from all over the United States, STEMscopes represents the best in STEM instructional materials, hands-on, digital, and blended learning environments. In use by over 4,000,000 students across all 50 states, STEMscopes is unparalleled in its history of driving student results and helping teachers do what they do best: teach.

Students use STEMscopes to support their classroom learning, extending their knowledge and understanding of scientific concepts. Hands-on models as they take measurements in a digital simulation, revealing underlying mathematical patterns to support their claims. A group of students are working closely with the teacher on an engineering-design challenge, applying what they have learned in yesterday’s lab. Others are using technology alongside hands-on models to take measurements in a digital simulation, revealing underlying mathematical patterns to support their claims.

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Incubated at Rice University, Accelerate Learning has grown from a single digital classroom product, STEMscopes, to a brand that now offers three suites of products, including digital classroom products, pre-generated curriculum, and professional development programs. All products support early learning, Next Generation Science Standards, and state-generated curriculum. Accelerate Learning’s flagship digital science program, STEMscopes, is used by over 4 million students and 200,000 teachers in 50 US states, including many large urban districts with large proportions of economically disadvantaged students and English language learners.
STEMscopes products are built from the ground up to comply with specific state standards. We pride ourselves on being comprehensively aligned so that you can focus on teaching, rather than seeking additional resources to fill the gaps left by traditional "one size fits all" textbook curricula.

For Teachers, By Teachers
We've expanded this approach from having teachers writing curriculum to also continuously using teacher feedback to evolve at the speed of real-world classrooms. STEMscopes have an integrated feedback system so that any teacher can request edits, suggest new features, and even become one of our practicing teacher-writers.

Learning by Doing
Constructivist learning is at the heart of STEMscopes lesson design. Students learn best when they interact with STEM directly, beyond tablets and digital devices, and in the real world. We've proved that, by immersing students in hands-on learning, not only do they perform better on high-stakes testing, but they also learn about STEM phenomena at deeper levels than their peers who only do so digitally or through text.

PD at the Heart
Incubated in the lab, STEMscopes began as a professional development program for practicing teachers looking to increase inquiry and constructivist learning in their classrooms. Our PD program helps teachers onboard learning practices in their classrooms, provides training, and professional development through lesson design, student and teacher feedback, and implementation in the classroom. STEMscopes have an integrated feedback system so that any teacher can request edits, suggest new features, and even become one of our practicing teacher-writers.

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100% Aligned to Standards
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A Track Record of Success

Whereas other curriculum products use small-scale case studies and manicured classroom settings to demonstrate the effectiveness of their solution, STEMscopes conducts authentic research using hundreds of thousands of students in big data studies to compare student achievement, usage rates, and demographic impact data between individual campuses and school districts and across states. Through peer-reviewed research, STEMscopes has repeatedly set itself apart as a low-cost STEM solution that increases student achievement levels, augments STEM teaching time, and improves teacher performance on STEM best practices.

Studies using 350,000 students have shown that districts using STEMscopes outperform those using other curricula on high-stakes testing. Teachers measurably improve their STEM teaching with STEMscopes curriculum and professional development. Teachers who have STEMscopes Early Explorer in pre-kindergarten show better growth in science achievement than their STEM teaching with other curriculum products. Students using STEMscopes have shown that districts using STEMscopes Early Explorer in pre-kindergarten show better growth in science achievement than those using other curricula.

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5. Students using STEMscopes have shown that districts using STEMscopes Early Explorer in pre-kindergarten show better growth in science achievement than those using other curricula.
STEMscopes K-12 is the fastest growing STEM curriculum in the nation. Found in all 50 states with over 4 million student users, STEMscopes K-12 caters to NGSS states and customized state editions with unparalleled alignment. At its heart is a constructivist, hands-on lesson model that drives student engagement and boosts a history of improving school and district performance on high-stakes testing.

Inquiry-based 5E + intervention and acceleration

- Constructivist, hands-on lesson model
- Science reading, engineering challenges, and more
- Crosscurricular learning: hands-on labs, simulations,
- Continuous enhancement: feedback-based design
- Inquiry-based 5E + intervention and acceleration

STEMscopes K-12 is the fastest growing STEM curriculum in the nation.
The first of its kind, STEMscopes Early Explorer was designed with state Pre-K standards, NGSS, and Head Start in mind. Using a centers-based approach, STEMscopes Early Explorer introduces Pre-K and Kindergarten students to scientific phenomena, literacy, mathematics, art, and more—all while developing inquiry skills and critical thinking.

- Beautifully illustrated Big Books help students develop literacy while learning science content
- Centers-based learning model enables easy differentiation with cross-curricular learning
- Intuitive design makes it easy for teachers to use on day one: access, print, grade, and involve parents, all with one solution

Learn more at stemscopes.com/early_explorer
DIVE-in Engineering

The Makerspace Meets Engineering Design Curriculum

Designed in partnership with New York Hall of Science, DIVE-in promotes critical thinking and creativity as students DIVE—deconstruct, imitate, vary, and explore—into engineering design problems. From creating subwoofers to projectors, mechanical claws to geared cars, students will relish the opportunity to solve real-world problems hands-on.

- Hands-on engineering design meets real-world problem solving and critical thinking
- An ideal solution for small group acceleration or after-school enrichment
- Take an engineering approach with the DIVE method: deconstruct, imitate, vary, and explore

Learn more at stemscopes.com/dive-in
STEMrangers Science Night
Make Science Night Meaningful
Navigated by Philippe Cousteau of EarthEcho International, STEMrangers charges school communities with caring for our planet through meaningful science nights. The mission begins before the science night and continues long after as students, parents, and teachers learn about and create action plans for missions such as conserving water both at school and home.

- Involve parents in their student’s STEM learning
- Environmental issues families and schools to solve real-world
- Make science nights meaningful: bring together

Video intros and mission briefings by world-renowned scientist and explorer, Philippe Cousteau

Learn more at stemscopes.com/stemrangers
STEMcoach
21st-century Professional Development

STEMcoach trainers come from the classroom, bringing a wealth of knowledge from their personal experiences driving student results. Extending the classroom’s hands-on approach to professional development, participants learn to use key features of STEMscopes, learn to write lessons using the 5E, and master specific STEM instructional best practices.

- Face-to-face and webinar-based delivery makes the learning timely and efficient
- Research-proven to increase STEM teaching practice proficiency and student performance
- Customizable delivery and focus based on the needs of your campus or district

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Alabama Districts Using STEMscopes Outperform State on ACT Aspire Science Assessment in Grades 5 and 7

**Summary**

During the 2016-2017 school year, 16 Alabama districts used STEMscopes Alabama in their elementary schools, and 14 districts used STEMscopes in their middle schools. The 2017 ACT Aspire science results show that the STEMscopes districts outperformed the state average in the percentage of students defined as “Exceeding” grade-level mastery in science in fifth grade and seventh grade.

In addition, compared to 2015-2016, STEMscopes districts increased their Exceeding proficiency rates at a higher rate than the state average. Specifically, STEMscopes districts increased their Exceeding proficiency rate by 1.7 percent in elementary school and 1.0 percent in middle school, compared to state’s respective increases of 0.9 percent and 0.5 percent.

**Challenges**

In 2015, the state of Alabama adopted a new framework for K-12 science education, the Alabama Course of Study: Science. This course of study includes science and engineering practices, crosscutting concepts, and disciplinary core ideas that students need to become college and career ready. To meet the new science standards, many Alabama districts are implementing STEMscopes Alabama, a STEM curriculum built from the 2015 Alabama Course of Study: Science. One such district is Talladega City Schools, which is located about 50 miles east of Birmingham.

In Talladega City Schools, 61 percent of students are African-American and 39 percent are Caucasian. Eighty-five percent of students are economically disadvantaged, and every school in the district is a Title I school.
“We had been using textbooks in our science instruction, but with the new state standards, we wanted to move more toward a STEM model of instruction with hands-on, inquiry-based learning,” said Pattie Thomas, curriculum coordinator/federal programs for Talladega City Schools. “In comparison with the cost of textbooks, which can be so expensive, we found that STEMscopes was the better way to go for a district-wide science adoption. With a digital curriculum, it’s also easier to ensure that our teachers and students will have access to current information in science.”

Solution

Implementation of the STEMscopes Alabama digital STEM curriculum

Talladega City Schools began using STEMscopes Alabama as its core science curriculum in kindergarten through eighth grade in 2016. STEMscopes provides digital resources, supplemental print materials, and hands-on exploration kits that build student engagement and excitement for learning science. It also includes embedded support such as professional development videos and how-to guides to help teachers continuously improve their teaching.

“STEMscopes is aligned to our state standards. It provides all of the resources our teachers need to teach science, and it’s easy to use,” said Thomas.

Providing inquiry-based learning for diverse learners

STEMscopes promotes student inquiry and a real-world understanding of science, engineering, technology, and mathematics through hands-on and digital experiences. Each STEMscopes unit or “scope” is developed around the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) model of instruction, with additional phases for Intervention and Acceleration to meet the needs of diverse learners. As students dive into the investigations in each scope, they develop their own contexts and meanings for the scientific concepts they are learning, retain more knowledge, and develop deeper understandings of the world around them.

“What our students like best about STEMscopes is the hands-on learning,” said Thomas. “They like being in control of their own discovery, and they say that science is now fun.”

Developing student expectations across grade levels

STEMscopes is built on three dimensions — cross-cutting concepts, discipline-specific core ideas, and science and engineering practices — that are seamlessly woven together in each scope. It places problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments at teachers’ fingertips so they can help students understand the Alabama standards as they were designed. Strong vertical alignment makes it easy for teachers to develop student expectations across grade levels with parallel lesson design.

“At the elementary level, we can’t wait until the third grade to start teaching science. At the same time, our teachers in the early grades are teaching students to read and develop their early math skills, which is a great responsibility. STEMscopes makes it easy for them to integrate science into their instruction because it already has those cross-curricular connections built in,” said Thomas. “By starting early, our students will now be better prepared to handle the rigors of science in middle school and high school.”
Results

The ACT Aspire categorizes student scores into four levels: In Need of Support, Close, Ready, and Exceeding. Students scoring at either the Ready or Exceeding level are considered proficient.

In Talladega City Schools, the percentage of fifth grade students scoring at the Ready and Exceeding levels on the ACT Aspire in science increased by 11.8 percentage points from 2016 to 2017. In contrast, the increase at the state level was only 1.7 percentage points.

“At the elementary level, we focus a lot on math and reading, but the area where we saw the biggest gain was science,” said Thomas. “From 2016 to 2017, we saw a big jump in our science scores. The only change we made in that time was the adoption of STEMscopes. The data speaks for itself.”

<table>
<thead>
<tr>
<th>ACT Aspire — Grade 5</th>
<th>2016</th>
<th>2017</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Talladega City Schools</td>
<td>6.5</td>
<td>10.7</td>
<td>+4.2</td>
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<tr>
<td>State of Alabama</td>
<td>14.2</td>
<td>15.1</td>
<td>+0.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of students at the Ready level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
</tr>
<tr>
<td>Talladega City Schools</td>
</tr>
<tr>
<td>State of Alabama</td>
</tr>
</tbody>
</table>

“Another benefit of STEMscopes is that it not only reaches kids who are struggling or who are at grade level, it reaches higher level thinkers as well. Instead of teaching to the middle, it allows all students to explore and make their own discoveries at their own pace. So, while our students are getting the core lessons they need to meet the standards, they’re also getting the support or enrichment they need to excel,” said Thomas.
Inspiring the Scientist in Every Student & Teacher

A breakthrough K-12 digital textbook that changes the way students and teachers experience real-world science phenomena

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“We needed resources that were vetted, easy to use, and comprehensive. Science Techbook fit the bill. After two years, we have seen significant increases in science scores. Students using Science Techbook saw up to 11% gains in Arizona’s Instrument to Measure Standards (AIMS).”

BARBARA REINERT
PreK-12 Curriculum Science Specialist
Scottsdale Unified School District

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» Middle School Science (6-8)
» High School Science (9-12)
  » Biology
  » Chemistry
  » Physics
  » Earth & Space Science

ACCESSIBLE FROM ANY DEVICE
In Any Instructional Setting

Certified by
GLOBAL STEM ALLIANCE
The New York Academy of Sciences
6 Reasons Science Teachers #LoveTechbook

1. Comprehensive, One-Stop Resource
   From specific model lessons and assessments to interactive tools and accompanying hands-on lab activities, Science Techbook packages everything teachers need in one place — easy to find and ready to use.

2. STEM Connections
   Builds context and drives understanding of science concepts, providing students with opportunities to produce creative solutions to real-world problems and make career connections.

3. Critical Thinking & Scientific Practices
   Science Techbook uses phenomena-driven questions as catalysts for the inquiry process, triggering students’ natural sense of curiosity.
   Students demonstrate their understanding of science through the application of scientific practices and disciplinary literacy skills.

4. Student Engagement
   Virtual labs, videos, photographs, and nearly 2,000 hands-on labs and activities engage students to understand the relevance of science in their daily lives.

5. It’s Easy to Use, Anywhere, Anytime
   The streamlined design provides an easy-to-follow experience, accessible from any device 24/7, in any instructional setting.

6. Helps Teachers Differentiate
   The Core Interactive Text feature blends text and media for students of different abilities and learning styles.
   Students can highlight, add sticky notes, and have the text read aloud. Reading levels can be modified and text can also be viewed in Spanish.
Notes to Teacher:

Making connections between home and school is vitally important in supporting students’ learning. The following suggestions and materials represent some of the ways you can support these connections during this unit.

Suggestions:

- Copy the attached family letter and send it home with students after teaching Lesson 1 (this letter can be used as is or as a model). Consider having the letter translated for families whose first language is not English.

- Consider sending an additional letter to parents and co-workers requesting materials for students to build their magnificent things in Unit 3. Possible items to request: paper towel or toilet paper rolls, empty cereal or shoe boxes, string, yarn, and different types of tape.

- Encourage students to share any at-home learning with the class. They can do this orally or by sharing writing, pictures, or artifacts. Example: Consider providing time for students to share the types of tools they have at home. Students can document with a camera or draw pictures (Be sure to emphasize that this should be done with an adult family member to ensure student safety).

- Create a display board featuring pictures of tools. Provide a label for each tool written in several different languages.

- Take pictures of students using tools throughout the day and post them in the room or hallway.

- Depending on the needs of your students and the expectations of your school community, consider assigning additional homework. Examples: open-ended activities that help students read, think, talk, write, and ask questions about the topic instead of those that simply test students on their content knowledge (see suggested activities in the family letter).

- If using EL Education’s K–2 Reading Foundations Skills block, consider sending home a copy of the student decodable reader used each week and encourage families to have students read these texts aloud to them.

Dear Family,

During Unit 1 of this module, your student will look at different aspects of tools and work. By the end of the module, students will be able to participate in a discussion around the module guiding question: “What do we need to make magnificent things?” I am writing today to explain what your student will be learning, describe the activities that will support this learning, and suggest how to support this learning at home. I hope that you will plan to join us at the end of our deep study to celebrate all of your student’s learning!

What will your student be learning?

Students will begin to study the topic of tools and work with a focus on learning about tools and the jobs they do. The learning will be focused on these ideas:

- Tools make our lives easier by helping us do work.

- There are different types of tools for different types of work
Students will also practice these reading foundation skills:

- Identify and write the sound for most consonants and vowels
- Segment (break apart) the individual sounds of spoken, one-syllable words, and blend them back together
- Decode (read) and encode (write) regularly spelled, one-syllable words

**How will your student be learning?**

Throughout the unit, your student will read, think, listen, talk, write, and ask questions about the topic of why we need tools. Students will participate in these activities, among others, to build their literacy skills:

- Listening to read-alouds of a variety of texts about tools
- “Tool Challenges” to decide which tool is best for a job
- Singing songs about tools
- Engaging in conversations with classmates
- Working with tools to practice and try them out
- Writing and drawing about why we need tools

**What can you do to support your student’s learning at home?**

Here are a few activities that you can do at home with your student to support his or her learning:

- Ask your student to talk with you about this question: Why do we need tools?
- Read books and sing songs about tools from home or at the library.
- Identify different types of tools around your home, explain the job they do, and help your student learn how to use them.
- Encourage your student to read the weekly Decodable Student Reader or a letter book to you every night.
- Practice reading and spelling regularly spelled, one-syllable words with the middle vowel sound /a/. For example: “pat,” “chat,” and “tap.”

Please let me know if you have any questions or would like to discuss your student’s learning.

Sincerely,

___TEACHER NAME HERE___
MODULE LESSONS
Grade 1: Module 1: Unit 1: Lesson 1
Speaking and Listening: Getting to Know Our Mission
Mission Letter #1

It’s Mission Time, First-Graders!

Family-Teacher Night is quickly coming, and it is important that your room is ready.

Your mission, if you choose to accept it, is to create an object that is needed for our classroom.

In order to build the best object possible, you will need to complete challenges along the way. These challenges will help you learn how to create an object for the classroom.

You will receive your first challenge tomorrow—but first, look closely at the pictures in the envelope. They will get you one step closer to accomplishing your mission!

Headquarters will check in on your progress to see if you are getting closer to accomplishing the mission.
Tool Puzzle Pieces
Tool Puzzle Pieces
Tool Puzzle Pieces
Tool Puzzle Pieces
Tool Puzzle Pieces
Tool Puzzle Pieces
Once upon a time, there was a little old woman who owned a magical bow. This bow would allow everyone who used it to do something amazing that they had never been able to do before.

People would take up the bow, fit it with an arrow, take aim at their heart’s desire, and “voila!”—they would be able to do what they had always dreamed of learning. Whether they dreamed of learning to climb a tree, or play a musical instrument, or remember all meanings of all of the words in all of the world, the bow would help them achieve their goals.

People came from far and wide to ask the woman to borrow her bow. And she would gladly share it with anyone who asked kindly. But one day, a greedy person came and stole the magic bow. Everyone was devastated. Many people thought that this was a terrible thing. They thought that no one would ever achieve their heart’s desires again. They thought that no one would ever learn to do anything amazing again.

Of course the old woman knew better. She told the people who came to her that it wasn’t the bow at all that
helped them learn something new, but the effort they put forth and a belief in themselves that gave them this power. From then on, she gave the people who sought her this poem to help them remember the true power of learning:

Think of the thing you desire to learn.  
Believe in yourself, and your efforts will earn  
The ability to learn something new.  
Now take your aim at the target true.
“Learning Target” Poem

Think of the thing you desire to learn.

Believe in yourself, and your efforts will earn

The ability to learn something new.

Now take your aim at the target true.
Think-Pair-Share Anchor Chart

(For Teacher Reference)

Think

Pair

Share
What Do You Know about Tools?
Response Sheet Song

Name: ____________________________ Date: ________________

What do you know about tools?
"Tools" Song

To the tune of “The Wheels on the Bus” with actions of using the tools
Tools can help us do our work, do our work, do our work.
Tools can help us do our work, they make work easier.
The builder and her hammer go tap, tap, tap,
Tap, tap, tap, tap, tap, tap.
The builder and her hammer go tap, tap, tap.
Tools make work easier.
The painter and his brush go up and down,
Up and down, up and down.
The painter and his brush go up and down.
Tools make work easier.
The dentist with her mirror says, “Open wide,”
“Open wide, open wide.”
The dentist with her mirror says, “Open wide.”
Tools make work easier.
The tailor and his needle sew, sew, sew,
Sew, sew, sew, sew, sew, sew.
The tailor and his needle sew, sew, sew.
Tools make work easier.
Tools can help us do our work, do our work, do our work.
Tools can help us do our work, they make work easier.
Great Minds Don’t Think Alike: A Strength-based Approach to Improved Outcomes
What is Mindprint?
Mindprint
Reasoning
Memory
Executive Functions
Efficiency
Behaviors/SEL
Teacher Observation
Parent Report
Student Self-Report
Achievement
Grades
Formative Assessment
Standardized Tests
IEP/504/GATE
The Whole Picture
Broad

Easy:
Cloud-based, Self-Paced

Efficient:
45 min - 1 Hour

Effective and Evidence Based:
• Normed with 10,000 children
• Cited in 250+ academic papers
• Translated in 50+ languages

Assessment
Powerful

Why it is
The Power of Adding Mindprint Data

Academic Assessment + Mindprint vs. Without Mindprint

- With Mindprint
  - Efficiently address learning gaps
  - Differentiate instruction
  - Curriculum Recommendations

- Without Mindprint
  - Academic Assessment
  - Mastery Level Recommendations

Academic Assessment + Mindprint

Curriculum
Mindprint Data: Identify Highest Potential Opportunity for Growth
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Test Date</th>
<th>AE</th>
<th>PE</th>
<th>IE</th>
<th>AE Performance</th>
<th>PE Performance</th>
<th>PE Vocabulary</th>
<th>PE Informational Text</th>
<th>IE Vocabulary</th>
<th>IE Informational Text</th>
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**Goals: Reading 2.5 Common Core 2010/12 Common Core English Language Arts K-12: 2010
Weeks of Instruction: 4
School: George Washington
Teacher: Joseph Crowns
Grade: Grade 4
District: NWEA 3
Teacher: Joseph Crowns
Goals Performance: Goal Report: Goal Performance

**Mindprint Data: Strategies to Differentiate**
Mindprint Data: Strategies to Personalize
<table>
<thead>
<tr>
<th>Whole Class</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
<td>Identify strengths and interests to engage each learner’s most likely to succeed</td>
</tr>
<tr>
<td>Groupings by topic for college and career</td>
<td>Strengthen demonstration student</td>
</tr>
<tr>
<td>Optimize lesson plans based on class strengths and gaps</td>
<td>Profile comprehensive learner</td>
</tr>
<tr>
<td>Identify curriculum challenges and gaps</td>
<td>Insignt from Mindprint</td>
</tr>
</tbody>
</table>
“Solving real problems for teachers, students and principals, we use the Mindprint Dashboards when we do our class rosters. Mindprint allows us to create a balanced, manageable dynamic across classes.” — Elementary School Principal

Strategies:
- Create balanced classes
- Identify similarities and differences in students’ strengths and needs

Elementary School Principal
Strategies:
Read questions first; stop & summarize

Strategies:
Visualization; graphic organizers

Medium Group Instruction
Weaker Verbal
Strong in Visual
Reasoning

Strong in Visual
Reasoning

Reasoning

Weak in Verbal
Reasoning

Good Memory

Weaker Working
Reasoning

With Mindprint, I can group my students based on what approach will work best. With one group, we stop summarize after reading 2-3 paragraphs. With another group, we visualize the story and create a graphic organizer to lay out the connecting details.

— 5th Grade Teacher
Strategies:

- Visual flashcards;
- "check-in" strategies

Good Visual Skills
Weaker Verbal Memory & Attention

Jake’s MAP Reading scores were below grade level. Our team created a Tier 2 plan using his Mindprint profile. It showed that his reasoning skills were good, but he had difficulties with verbal memory and attention. We developed his vocabulary using visual flashcards. I taught him "check-in" strategies so he doesn’t miss key details while reading." — 3rd Grade Teacher

Support Individual Needs
Under the hood?

What's
Mindprint Drives Learning Outcomes

Mindprint Skills

Executive Functions
- Attention
- Working Memory
- Flexible Thinking

Efficiency
- Visual Motor Speed
- Processing Speed

Memory
- Visual
- Verbal
- Spatial

Reasoning
- Abstract
- Verbal

Academic

ELA
- Comprehension
- Vocabulary
- Reading Intervention

Math
- Numerical Operations
- Problem Solving
- Geometry
- Graph & Charts

Writing
- Content Mechanics

STEM
- Conceptual Applied

SEL

Self-Awareness
- Self-Efficacy

Self-Management
- Self-Motivation
- Organization

Relationship Skills
- Teamwork
- Social Engagement

Career/Interests
- Decision Making
- Solving Problems
Mindprint Skills are the Foundation for All Academic Skills

- Verbal Reasoning
- Verbal Memory
- Verbal Vocabulary
- Flexible Thinking
- Inferencing

Reading Comprehension

For All Academic Skills
Mindprint Skills Drive Learning

Progressions

Geometry

Visual Memory

Spatial Perception

Abstract Reasoning

Geometric Reasoning and Proofs

Dimension, Shape and Relationships
Mindprint Skills are the Foundation for Social-Emotional Learning

Mindprint Skills

Self-Management

Attention

Impulse Control

Flexible Thinking

Working Memory
Sample Learner Profile

Recommendations for Support

- **Strengthen**
  - Problem Solving
  - Visual Memory
  - Auditory Memory
  - Working Memory

- **Low**
  - Visual Memory
  - Auditory Memory
  - Working Memory

- **Expected Range**
  - Visual Memory
  - Auditory Memory
  - Working Memory

- **None**

**Skills to Support**

- Easy to follow instructions and sequences
- Clear visual aids and diagrams
- Break down tasks into smaller, manageable steps
- Use of technology and digital tools
- **Support**
  - Executive Functions: Supports from executive function specialists.
  - Working Memory: Use of mnemonic devices and visual aids.
  - Visual Memory: Use of images and diagrams.
  - Auditory Memory: Use of tape recordings and visual aids.

**Discover Interests**

- Understand the learner's interests and how they can be integrated into the curriculum.

- Provide opportunities for the learner to explore and develop their interests.

- Encourage the learner to share their discoveries with others.

**Support Executive Functions & Processing Speed**

- Use visual aids and diagrams to support visual memory.

- Use of technology to support working memory.

- Use of mnemonic devices to support auditory memory.

**Support Memory**

- Use of visual aids and diagrams to support visual memory.

- Use of technology to support working memory.

- Use of mnemonic devices to support auditory memory.

**Support Spatial Perception**

- Use of visual aids and diagrams to support visual memory.

- Use of technology to support working memory.

- Use of mnemonic devices to support auditory memory.
The symbols indicate where the topic is first introduced or specifically addressed.

**U**: U.S. Edition  **C**: Common Core Edition  **S**: Standards Edition

**CCS**: Common Core Standards
- Reviews in Common Core Edition cover just the unit whereas those in U.S. and Standards Editions are cumulative.
- The U.S. and Standards Editions have periodic practice pages but the Common Core Edition does not; the problems from the practices have been incorporated into the lessons instead.
- Common Core and Standards Editions have reviews after each and every unit; the U.S. Edition does not.
- There is a Teacher’s Guide for each level of all three editions. Only the Common Core Edition guide has reduced-size images of the textbook and workbook pages.
- There is a Home Instructor’s Guide for each level 1-5 of the U.S. Edition and the Standards Edition.

<table>
<thead>
<tr>
<th>CCS</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Whole numbers</td>
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<tr>
<td><strong>Number notation and place value</strong></td>
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<tr>
<td>Give a number to indicate the number of objects in a set</td>
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<tr>
<td>1.NBT.1</td>
<td>Represent a given number by a set of objects</td>
<td>CSU</td>
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<tr>
<td>Use ordinal numbers such as first, second, third up to tenth</td>
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<tr>
<td>1.NBT.2</td>
<td>Count to 100 by tens and ones</td>
<td>CSU</td>
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<tr>
<td>1.NBT.1</td>
<td>Read and write numbers up to 100 in numerals, words, and expanded form</td>
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<tr>
<td>1.NBT.2</td>
<td>Recognize the place-value of tens and ones</td>
<td>CSU</td>
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<tr>
<td>Make a reasonable estimate of sets of objects within 100</td>
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<tr>
<td>1.NBT.1</td>
<td>Count to 120 and read and write numbers to 120</td>
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<td>1.NBT.3</td>
<td>Compare two 2-digit numbers using place-value</td>
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<td>1.NBT.3</td>
<td>Use the symbols “&gt;” and “&lt;” to compare two numbers within 100</td>
<td>CSU</td>
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<tr>
<td>Compare and order numbers within 100</td>
<td>CSU</td>
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<tr>
<td>2.MD.6</td>
<td>Represent whole numbers within 100 on a number line</td>
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<tr>
<td>2.MD.6</td>
<td>Show sums and differences on a number line</td>
<td>CSU</td>
<td>C</td>
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<tr>
<td>2.NBT.2</td>
<td>Count to 1,000 by hundreds, tens, and ones</td>
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<tr>
<td>2.NBT.3</td>
<td>Read and write numbers up to 1,000 in numerals, words, and expanded form</td>
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<tr>
<td>2.NBT.1</td>
<td>Recognize place values of hundreds, tens, and ones</td>
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<td>2.NBT.4</td>
<td>Compare two 3-digit numbers using place-value and use the symbols “&gt;” and “&lt;”</td>
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<tr>
<td>Compare and order numbers within 1,000</td>
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<tr>
<td>Read and write numbers up to 10,000 in numerals, words, and expanded form, and recognize the place value of each digit</td>
<td>CSU</td>
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<tr>
<td>Compare and order numbers within 10,000</td>
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<tr>
<td>3.OA.9</td>
<td>Describe and extend regular number patterns within 10,000</td>
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<td>3.NBT.1</td>
<td>Round numbers within 10,000 to the nearest 10 or 100</td>
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<tr>
<td>Round numbers within 10,000 to the nearest 1,000</td>
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<tr>
<td>Read and write numbers up to 100,000 in numerals, words, and expanded form, and recognize the place value of each digit</td>
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<tr>
<td>4.NBT.1</td>
<td>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represent in the place to its right</td>
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<td>4.NBT.2</td>
<td>Read and write whole numbers up to 1,000,000 using base-ten numerals, number names, and expanded form, and recognize the place value of each digit</td>
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<td>4.NBT.2</td>
<td>Compare two numbers within 1,000,000 based on place-values, using &gt;, &lt;, and =</td>
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<td>4.NBT.3</td>
<td>Round numbers within 1,000,000 to any place</td>
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<td>Read and write numbers up to 10,000,000 in numerals, words, and expanded form, and recognize the place value of each digit</td>
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<td>Round numbers within 10,000,000 to the nearest 1,000</td>
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<td>Read and write numbers within 1,000,000,000 in numerals, words, and expanded form, and recognize the place value of each digit</td>
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<td>Complete or extend regular number patterns for numbers within 1,000,000,000</td>
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<td></td>
<td>Compare and order numbers within 100,000,000</td>
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<td>Round numbers within 100,000,000 to the closest million</td>
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<td>Read and write numbers within 1 trillion in numerals, words, and expanded form, and recognize the place value of each digit</td>
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<td>Round numbers within 1 billion to any place</td>
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<td>4.OA.5</td>
<td>Generate a number pattern that follows a given rule</td>
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<td>4.OA.5</td>
<td>Generate a shape pattern that follows a given rule</td>
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<td>4.OA.5</td>
<td>Identify apparent features of the pattern that were not evident in the rule itself</td>
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<td>4.OA.4</td>
<td>List the factors of a whole number up to 100</td>
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<td>4.OA.4</td>
<td>Recognize that a whole number is a multiple of its factors</td>
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<td>4.OA.4</td>
<td>Identify composite and prime numbers within 100</td>
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<td>Identify common factors of two numbers within 100</td>
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<td>4.OA.4</td>
<td>Determine if a whole number is a multiple of a given 1-digit whole number</td>
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<td>Identify common multiples of two numbers within 100</td>
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<td>Find the greatest common factor of two numbers within 200</td>
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<td>Find the lowest common multiple of two numbers within 10</td>
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<td>Determine the prime factors of numbers within 100</td>
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<td></td>
<td>Understand the use of exponents and write numbers as products of prime numbers using exponents</td>
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<td></td>
<td>State and use the order of operations</td>
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<td></td>
<td>Carry out combined operations involving the 4 operations, including the use of parentheses (no nested parentheses)</td>
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<tr>
<td>5.OA.1</td>
<td>Use parentheses, brackets, or braces in numerical expressions and evaluate the expressions (including nested)</td>
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<tr>
<td>5.OA.2</td>
<td>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them</td>
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<td>CSU</td>
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<td>5.NBT.2</td>
<td>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10</td>
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<td>CSU</td>
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<td>5.NBT.2</td>
<td>Use whole number exponents to denote powers of 10</td>
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### Addition and Subtraction of Whole Numbers

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<tbody>
<tr>
<td>1.OA.1</td>
<td>Illustrate the meaning of addition and subtraction</td>
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<tr>
<td>1.OA.5</td>
<td>Relate counting to addition and subtraction</td>
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<tr>
<td>1.OA.1</td>
<td>Write mathematical statements for given situations involving addition or subtraction</td>
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<tr>
<td>1.OA.7</td>
<td>Build addition bonds up to 9 + 9</td>
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<tr>
<td>1.OA.4</td>
<td>Understand the meaning of the equal sign</td>
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<td>1.OA.7</td>
<td>Recognize the relationship between addition and subtraction</td>
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<tr>
<td>1.OA.7</td>
<td>Determine if equations involving addition and subtraction are true or false</td>
<td>C</td>
<td>C</td>
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<tr>
<td>1.OA.3</td>
<td>Apply properties of operations as strategies to add and subtract</td>
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<tr>
<td>1.OA.6</td>
<td>Add or subtract within 20 using various strategies including properties of operations</td>
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<tr>
<td>1.OA.1</td>
<td>Solve 1-step word problems on addition and subtraction within 20</td>
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<tr>
<td>1.OA.2</td>
<td>Solve word problems on addition of three 1-digit numbers</td>
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<tr>
<td>2.OA.2</td>
<td>Mentally add or subtract within 20 using various strategies</td>
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<tr>
<td>2.OA.2</td>
<td>Commit addition within 20 to memory</td>
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<tr>
<td>2.OA.2</td>
<td>Commit subtraction within 20 to memory</td>
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<tr>
<td>1.OA.8</td>
<td>Determine an unknown addend in an addition equation</td>
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<tr>
<td>1.NBT.5</td>
<td>Mentally find 10 more or 10 less than a number within 100</td>
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<tr>
<td>1.NBT.6</td>
<td>Add/subtract tens to/from a 2-digit number using various strategies</td>
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<tr>
<td>1.NBT.4</td>
<td>Add within 100 using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction</td>
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<td>2.NBT.5</td>
<td>Fluently add/subtract 2-digit numbers using concrete models or drawing and strategies based on place-value concepts and properties of operations, and/or relationship between addition and subtraction</td>
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<td>Subtract 2-digit numbers using strategies based on place-value, properties of operations, and relationship between addition and subtraction</td>
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<tr>
<td>2.NBT.6</td>
<td>Add up to four 2-digit numbers</td>
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<tr>
<td>2.NBT.6</td>
<td>Add up to three 3-digit numbers within 1,000</td>
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<td>2.OA.1</td>
<td>Solve 1-step word problems on addition and subtraction within 100</td>
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<tr>
<td>2.NBT.7</td>
<td>Add and subtract within 1,000 using concrete models and various strategies based on place-value</td>
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<tr>
<td>2.NBT.9</td>
<td>Explain why various addition and subtraction strategies work</td>
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<td>Mentally add or subtract 10 or 100 to or from a number 100-900</td>
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<td>3.NBT.2</td>
<td>Add and subtract within 1,000 using various strategies based on place-value and order of operations</td>
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<tr>
<td>3.OA.8</td>
<td>Use estimation to verify the reasonableness of calculated results in addition and subtraction</td>
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<td>Add and subtract multi-digit whole numbers using the standard algorithm</td>
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<td>Mentally add or subtract 2-digit numbers</td>
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## The symbols indicate where the topic is first introduced or specifically addressed.

- **U**: U.S. Edition
- **C**: Common Core Edition
- **S**: Standards Edition

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### Multiplication and division of whole numbers

- Illustrate the meaning of multiplication as repeated addition | CSU | CSU | |
- Multiply numbers whose product is not greater than 40, using repeated addition to find the answer | CSU | |
- Solve 1-step word problems with pictorial illustrations on multiplication | CSU | |
- Divide quantities not greater than 20 into equal sets given the number of objects in each set or the number of sets | CSU | |

**2.OA.3** Determine whether a group of objects within 20 has an odd or even number of members | C | |

**2.OA.4** Use addition to find the total number of objects in a rectangular array up to 5 rows and 5 columns | CSU | CSU | |

**2.G.2** Partition a rectangle into rows and columns of squares and count to find the total number | CSU | |

**2.NBT.2** Count in steps of 5 and 10 | CSU | CSU | |
- Count in steps of 2, 3, and 4 | CSU | |
- Build the multiplication tables of 2, 3, 4, 5 and 10 and commit to memory | CSU | |
- Relate division to multiplication with a missing factor | CSU | CSU | |
- Divide numbers within the multiplication tables for 2, 3, 4, 5, and 10 within 100 | CSU | CSU | |
- Divide using drawings or objects to find a remainder for division by 2, 3, 4, or 5 | CS | |
- Solve 1-step word problems involving the four operations | CSU | |

**3.MD.7b** Represent whole number of products as rectangular arrays | CSU | CSU | |

**3.OA.1** Interpret products of whole numbers as the total number of objects in equal groups | CSU | CSU | CSU |

**3.OA.2** Interpret whole number quotients of whole numbers as sharing into equal groups or making equal groups | CSU | CSU | |

**3.OA.3** Solve word problems involving multiplication/division within 100 using drawings and equations with symbol for unknown | CSU | CSU | |

**3.OA.4** Determine the unknown number in a multiplication or division equation | CSU | CSU | |

**3.OA.5** Apply properties of operations as strategies to multiply and divide | CSU | CSU | |

**3.OA.6** Understand division as unknown factor problems | CSU | CSU | |

**3.OA.7** Multiply/divide within 100 using various strategies and properties of operations | CSU | CSU | |

**3.OA.7** Build the multiplication tables up to 10 x 10 and commit to memory | CSU | |

**3.OA.9** Recognize and extend regular linear patterns involving multiplication | CSU | CSU |
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<tr>
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<td>3.OA.8</td>
<td>Solve up to 2-step word problems involving the four operations on whole numbers</td>
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<td>Write equations for word problem situations using a letter to stand for the unknown quantity</td>
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<td>Use estimation to verify the reasonableness of calculated results in multiplication and division</td>
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<td>Multiply tens within the range 10-90 by a 1-digit number</td>
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<td>Interpret multiplication equation as a comparison (times as many)</td>
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<td>Distinguish additive comparison from multiplicative comparison</td>
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<tr>
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<td>Multiply a whole number within 1,000 by a 1-digit whole number using strategies based on place-value and properties of operations and illustrate using equations and arrays</td>
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<td>Multiply a whole number within 10,000 by a 1-digit whole number using strategies based on place-value and properties of operations and illustrate using equations</td>
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<tr>
<td>4.NBT.5</td>
<td>Multiply two 2-digit numbers, using strategies based on place-value and properties of operations and illustrate using equations</td>
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<tr>
<td>4.NBT.5</td>
<td>Illustrate multiplication of 10,000 by a 1-digit whole number and multiplication of two 2-digit numbers with arrays and/or area models</td>
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<td></td>
<td>Multiply numbers within 10,000 by a 2-digit number</td>
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<td>Mentally multiply by a number up to one less than a multiple of 10 or 100</td>
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<td>(e.g. 49, 499)</td>
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<td></td>
<td>Identify odd and even numbers within 10,000</td>
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<td>Divide a whole number within 1,000 by a 1-digit whole number, using strategies based on place value, properties of operation, and relationship between multiplication and division and illustrate with equations</td>
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<td>Divide a number within 1,000 number by a 1-digit whole number using the standard algorithm</td>
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<td>4.NBT.6</td>
<td>Divide a number within 10,000 by a 1-digit whole number, using strategies based on place-value and properties of operations, and relationship between multiplication and division and illustrate with equations</td>
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<td>4.NBT.6</td>
<td>Illustrate division of a whole number within 10,000 by a 1-digit whole number with arrays and/or area models</td>
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<tr>
<td>4.OA.2</td>
<td>Multiply or divide to solve word problems involving multiplicative comparison (times as many) using drawings and equations with a symbol for the unknown number</td>
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<td>4.OA.3</td>
<td>Solve multi-step word problems involving the 4 operations on whole numbers</td>
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<tr>
<td>4.OA.3</td>
<td>Represent word problems using equations with a letter standing for the unknown quantity</td>
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<td>4.OA.3</td>
<td>Assess the reasonableness of answers to multi-step word problems involving the four operations using mental computation and estimation</td>
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<tr>
<td>5.NBT.5</td>
<td>Multiply multi-digit whole numbers using the standard algorithm</td>
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<tr>
<td>5.NBT.6</td>
<td>Find whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors, using strategies base on place value, properties of operations, relationship between multiplication and division and illustrate using equations</td>
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</table>
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<tr>
<td>5.NBT.6</td>
<td>Illustrate 4-digit by 2-digit division with whole number quotients using rectangular arrays and/or area models</td>
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<tr>
<td></td>
<td>Mentally multiply and divide by tens, hundreds and thousands</td>
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<td></td>
<td>Divide whole numbers up to 4 digits by whole numbers up to 2-digits, with whole number remainders, using the standard algorithm</td>
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### Fractions

|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1.G.3 | Divide a shape into halves or fourths. Count the number of parts (2 or 4) in the whole | CSU |  |  |  |
| 2.G.3 | Partition shapes into up to 4 equal shares in different ways and use the words halves, thirds, etc. | CSU |  |  |  |
|  | Recognize, understand, and name unit fractions up to 1/12 | CSU |  |  |  |
|  | Compare and order unit fractions | CSU |  |  |  |
|  | Recognize, interpret, and name fractions of a whole in shapes partitioned into up to 12 equal parts | CSU |  |  |  |
| 3.G.2 | Partition shapes into parts with equal area and express the area as a unit fraction of the whole | CSU | CSU |  |  |
| 3.NF.1 | Understand unit fractions and multiples of unit fractions | CSU | CSU |  |  |
|  | Represent fractions with bar models | CSU | CSU |  |  |
| 3.NF.2 | Represent and understand fractions on number lines | C | SU |  |  |
| 3.NF.3a | Recognize and name equivalent fractions using number lines | C | S |  |  |
| 3.NF.3b | Write equivalent fractions of a given fraction | CSU |  |  |  |
| 3.NF.3c | Express whole numbers as a fraction and recognize fractions that are equivalent to whole numbers | C | CSU |  |  |
| 3.NF.3d | Compare two fractions with the same numerator or denominator, and use the symbols “>”, “<” and “=” | CSU |  |  |  |
|  | Compare and order related fractions with denominators up to 12 | CSU |  |  |  |
| 4.NF.1 | Use diagrams to explain equivalent fractions | CSU | CS |  |  |
| 4.NF.1 | Recognize and generate equivalent fractions | CSU | CS |  |  |
|  | Express a fraction in simplest form | CSU | CS |  |  |
| 4.NF.2 | Compare two unrelated fractions of the same whole using >, <, and = | CSU |  |  |  |
| 4.NF.2 | Compare a fraction to benchmark fractions such as 1/2 | C |  |  |  |
|  | Express improper fractions as mixed numbers and vice versa | CSU |  |  |  |

### Addition and subtraction of fractions

|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 4.NF.3a | Understand adding and subtracting fractions as joining and separating fractions of the same whole | CSU | CSU |  |  |
| 4.NF.3b | Decompose a fraction into the sum of fractions with the same denominator in different ways |  |  |  | C |
|  | Add and subtract like fractions within a sum of 1 | S | CSU |  |  |
|  | Add and subtract related fractions within a sum of 1 and solve word problems | CSU |  |  |  |
| 4.NF.3c | Add and subtract mixed numbers with like fractions |  |  |  | C | SU |
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### Multiplication and division of fractions

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<td>Divide a whole number by a proper fraction</td>
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<tr>
<td>Solve multi-step word problems involving the four operations on fractions</td>
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### Money

- Tell the different denominations of coins and bills | CSU |
- Match one coin or bill of one denomination to an equivalent set of coins and bills of another denomination | CSU |
- Count combinations of coins up to 100 cents or bills up to 100 dollars | CSU |
- Add and subtract money in dollars only or cents only | CSU |
- Solve 1-step word problems involving money in the same unit | CSU |
- 2.MD.8 Use $ and ¢ symbols appropriately | CSU CSU |
- 2.MD.8 Solve word problems involving counting the amount in dollar bills, quarters, dimes, nickels and pennies | CSU |
- Count combinations of bills and coins to $10.00 | CSU |
- Read and write money using decimal notation | CSU |
- Convert from dollars and cents to cents only and vice-versa | CSU |
- Add and subtract money within $10.00 in decimal notation, including making change | CSU |
- Solve 1-step word problems involving addition and subtraction of money in decimal notation within $10.00 | CSU |
- Add and subtract money within $100.00 in using decimal notation | CSU |
- Multiply and divide money amounts within $10.00 in decimal notation by a whole number | S CSU |
- Solve up to 2-step word problems involving money in decimal notation | CSU |
- 4.MD.2 Solve word problems involving the four operations and money, including simple fractions or decimals, converting from larger to smaller unit | CSU |

### Decimals

- 4.NF.6 Use decimal notation for fractions with denominators of 10 or 100, locate on a number line | CSU |
- 4.NF.7 Compare two decimals to hundredths using >, <, = | CSU |
- 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right and 1/10 of what it represents to the left | CSU CSU |
- 5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form | CSU CSU |
- 5.NBT.3b Compare two decimals to thousandths based on place value using symbols >, <, and = | CSU CSU |
- Compare and order decimals to thousandths | CSU CSU |
- Round decimals to the nearest whole number or 1 decimal place | CSU |
- 5.NBT.4 Round decimals to any place | CSU |
- Convert a decimal to a fraction and simplify | CSU CSU |
- Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000) | CSU CSU |
The symbols indicate where the topic is first introduced or specifically addressed.

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<tr>
<td></td>
<td>Compare and order a mixed list of decimals and fractions</td>
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<td>4.MD.2</td>
<td>Use the four operations to solve word problems involving measurement and simple decimals</td>
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<td>5.NBT.7</td>
<td>Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation</td>
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<td></td>
<td>Mentally add and subtract tenths or hundredths from decimals or whole numbers</td>
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<td>Multiply and divide decimals up to 2 decimal places by a 1-digit whole number including decimal quotients</td>
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<td>Round quotients to up to 1 decimal places</td>
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<td></td>
<td>Solve up to 2-step word problems involving decimals</td>
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<tr>
<td></td>
<td>Use estimation to check reasonableness of answers</td>
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<tr>
<td>5.NBT.2</td>
<td>Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10</td>
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<tr>
<td>5.NBT.7</td>
<td>Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operation</td>
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<td></td>
<td>Round quotients to up to 2 decimal places</td>
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<td></td>
<td>Solve word problems involving decimals and check reasonableness of answers</td>
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</table>

**Time**

|     | Tell time in terms of on the hour or half-past using analog clocks |  |  |  |  | CSU |
| 1.MD.3 | Tell and write time in hours and half-hours using analog and digital clocks |  |  |  |  | C |
|     | Relate time to events of the day |  |  |  |  | CSU |
|     | Estimate reasonable time intervals |  |  |  |  | CS |
| 2.MD.7 | Tell and write time to the nearest 5 minutes from analog and digital clocks |  |  |  |  | CSU |
| 2.MD.7 | Use a.m and p.m. |  |  |  |  | CSU |
|     | Find the duration of time intervals in minutes (counting by 5s) or hours |  |  |  |  | SU |
|     | Know relationships of time (years, months, days, weeks, hours, and seconds) |  |  |  |  | S |
| 3.MD.1 | Tell time to the minute |  |  |  |  | CSU |
| 3.MD.1 | Solve word problems involving the addition and subtraction of time in minutes using a number line |  |  |  |  | SU CSU |
|     | Find the duration of time intervals in hours and minutes and solve word problems involving time duration in hours and minutes |  |  |  |  | CSU |
| 4.MD.1 | Visualize the relative magnitudes of hours, minutes, and seconds and convert from the larger unit to the smaller unit |  |  |  |  | CSU CSU |
|     | Convert hours and minutes to minutes, and minutes and seconds to seconds, and vice-versa |  |  |  |  | CSU |
| 4.MD.2 | Solve word problems involving the four operations and time including simple fractions or decimals |  |  |  |  | CSU |

**Length, Mass, Weight, and Capacity**

|     | Compare the length of two or more objects in non-standard units |  |  |  |  | CSU |
| 1.MD.2 | Measure length in non-standard units |  |  |  |  | CSU |
| 2.MD.1 | Measure length using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tools |  |  |  |  | CSU |
The symbols indicate where the topic is first introduced or specifically addressed.

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<tr>
<td>2.MD.2</td>
<td>Measure the length of an object using different units and describe how the measurement relates to the unit size</td>
<td>CS</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2.MD.3</td>
<td>Estimate and measure length in meters, centimeters, feet, or inches</td>
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<tr>
<td>2.MD.4</td>
<td>Measure to find out how much longer one object is than another and find the difference in length</td>
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<tr>
<td>2.MD.5</td>
<td>Use addition and subtraction within 100 to solve word problems using lengths given in the same unit</td>
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<tr>
<td>3.MD.2</td>
<td>Compare the mass of two or more objects in non-standard units</td>
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<td>C</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Estimate and measure mass in kilograms or grams</td>
<td>SU</td>
<td>CS</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Compare the capacity of two or more containers in non-standard units</td>
<td>SU</td>
<td>C</td>
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<tr>
<td>3.MD.2</td>
<td>Estimate and measure capacity in liters</td>
<td>SU</td>
<td>CSU</td>
</tr>
<tr>
<td>3.MD.2</td>
<td>Solve 1-step word problems involving mass or volume in only one unit</td>
<td>CSU</td>
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<tr>
<td>4.MD.1</td>
<td>Visualize the relative magnitudes of standard measurements of length, mass, capacity, weight, and time</td>
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<td>CSU</td>
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<tr>
<td>4.MD.1</td>
<td>Convert a measure in a larger unit to a smaller unit</td>
<td>CSU</td>
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<tr>
<td>4.MD.1</td>
<td>Record measurement equivalencies in a two-column table</td>
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<tr>
<td>4.MD.1</td>
<td>Estimate and measure in length, mass, weight, and capacity, in compound units</td>
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<td></td>
</tr>
<tr>
<td>4.MD.1</td>
<td>Convert between kilometer and meter, meter and centimeter, kilograms and grams, liter and milliliter, feet and inches, pounds and ounces, gallons, quarts, and cups</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.MD.1</td>
<td>Add and subtract length, mass, weight, and capacity compound units</td>
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<td>CS</td>
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<tr>
<td>4.MD.1</td>
<td>Solve up to 2-step word problems involving length, mass, capacity, weight, and time in compound units</td>
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<tr>
<td>4.MD.1</td>
<td>Multiply and divide length, mass, weight, capacity, and time in compound units</td>
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<tr>
<td>4.MD.1</td>
<td>Solve word problems involving the four operations and length, mass, weight, and capacity</td>
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<tr>
<td>4.MD.2</td>
<td>Solve word problems involving the four operations and length, mass, weight, and capacity, including simple fractions or decimals, converting from larger to smaller representing the measurements using diagrams such as number lines featuring a measurement scale</td>
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<tr>
<td>5.MD.1</td>
<td>Convert between measurements within the same system using fractions</td>
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<tr>
<td>5.MD.1</td>
<td>Convert between measurements within the same system using decimals</td>
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</tbody>
</table>

Average and rate
- Calculate the average | CSU |
- Find the total amount given the average and number of items | CSU |
- Understand and calculate rate | CSU |
- Solve 3-step word problems involving average and rate | CSU |

Ratio and proportion
- Use ratio to show relative size of 2 or 3 quantities | CSU |
- Interpret ratios | CSU |
- Find equivalent ratios | CSU |
- Reduce a ratio to lowest terms | CSU |
- Solve 2-step problems involving ratio | CSU |
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<tr>
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<tr>
<td><strong>Percentage</strong></td>
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<tr>
<td>Change fractions and decimals to percentage, and vice versa</td>
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<tr>
<td>Express part of a whole as a percentage</td>
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<tr>
<td>Calculate part of the whole given the percentage and the whole</td>
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<tr>
<td>Solve 2-step word problems involving percentage</td>
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<tr>
<td><strong>Perimeter, Area, and Volume</strong></td>
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<tr>
<td>3.MD.5</td>
<td>Find the area of shapes by covering them with unit squares or by counting squares</td>
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<tr>
<td>3.MD.6</td>
<td>Measure areas by counting squares in nonstandard units</td>
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<tr>
<td>3.MD.6</td>
<td>Visualize the relative sizes of square centimeter and square meter, and square inch and square foot</td>
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<tr>
<td>3.MD.6</td>
<td>Measure areas by counting squares in standard units (square cm, square in., square ft.)</td>
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<tr>
<td>3.MD.7a</td>
<td>Find the area of a rectangle by tiling it</td>
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<tr>
<td>3.MD.7a</td>
<td>Derive the formula for area of a rectangle</td>
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<td>3.MD.7b</td>
<td>Use the formula to calculate the area of rectangles with whole number side lengths</td>
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<tr>
<td>3.MD.7c</td>
<td>Use tiling and area to illustrate the distributive property</td>
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<tr>
<td>3.MD.7d</td>
<td>Find the area of simple composite figures made up of rectangles and solve problems</td>
<td>C</td>
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<tr>
<td>3.MD.8</td>
<td>Find the perimeter of polygons</td>
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<td>3.MD.8</td>
<td>Find an unknown side length of a polygon given the length of the other sides</td>
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<td>3.MD.8</td>
<td>Exhibit rectangles with same perimeter and different area, or same area and different perimeter</td>
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<tr>
<td>4.MD.3</td>
<td>Use the area and perimeter formulas for rectangles in real world and mathematical problems</td>
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<td>4.MD.3</td>
<td>Derive the formula for the area of a triangle and find the area of a triangle given the base and height</td>
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<td>4.MD.3</td>
<td>Solve problems involving area of a triangle</td>
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<td>4.MD.3</td>
<td>Derive the formula for area of a parallelogram and find the area of parallelograms</td>
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<td>4.MD.3</td>
<td>Find the area of compound shapes made of quadrilaterals</td>
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<td>4.MD.3</td>
<td>Find the surface area of rectangular prisms</td>
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<td>5.MD.3</td>
<td>Understand that volume can be measured with unit cubes</td>
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<td>5.MD.4</td>
<td>Measure volumes by counting unit cubes of nonstandard units</td>
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<tr>
<td>5.MD.4</td>
<td>Visualize and identify new solids formed by increasing or decreasing the number of cubes of a given solid drawn on an isometric grid</td>
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<tr>
<td>5.MD.4</td>
<td>Visualize the relative sizes of a cubic meter, centimeter, inch, foot, and yard</td>
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<td>5.MD.4</td>
<td>Measure volume by counting unit cubes of standard units</td>
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<td>5.MD.5a</td>
<td>Derive the formulas V = l \times w \times h</td>
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<td>5.MD.5a</td>
<td>Derive the formula V = b \times h</td>
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<tr>
<td>5.MD.5b</td>
<td>Find the volume of right rectangle prisms with whole number side length given the lengths and solve word problems</td>
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<td>5.MD.5c</td>
<td>Find the volume of compound figures made of right rectangular prisms and solve word problems</td>
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</table>
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**U:** U.S. Edition  **C:** Common Core Edition  **S:** Standards Edition

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<tr>
<td>Find one dimension of a right rectangular prism given its volume and the other two dimensions</td>
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<td>Recognize the equivalence of 1 liter/1000 ml and 1000 cm³</td>
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<td>Solve 2-step word problems involving the volume in rectangular tanks and liquid in liters and milliliters or cubic centimeters</td>
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<td>Solve word problems involving finding the volume of a solid using the volume of displaced liquid</td>
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<td>Find the radius and diameter of a circle</td>
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### Geometry

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<tr>
<td>Give and follow directions about location</td>
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<tr>
<td>Arrange and describe objects in space by proximity, position, and direction</td>
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<tr>
<td>Identify and name squares, rectangles, circles, and triangles; identify corners and sides</td>
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<tr>
<td>1.G.1 Determine if a shape is open or closed</td>
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<td>Determine whether solid objects can stack, roll, or slide</td>
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<tr>
<td>1.G.2 Create a composite shape with 2-dimensional figures</td>
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<tr>
<td>1.G.2 Create a composite shape with solids</td>
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<tr>
<td>1.G.1 Group triangles, circles, squares, and rectangles according to shape, size, or color</td>
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<tr>
<td>1.G.1 Group simple shapes according to orientation</td>
<td>C</td>
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<tr>
<td>Identify flat and curved surfaces</td>
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<tr>
<td>Identify straight lines and curves</td>
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<tr>
<td>2.G.1 Identify triangles, quadrilaterals, pentagons and hexagons</td>
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<td>Identify octagons</td>
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<tr>
<td>2.G.1 Identify cubes</td>
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<tr>
<td>Complete a pattern according to shape, size, color, or orientation</td>
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<td>Complete a pattern according to two of the attributes of shape, size, and orientation</td>
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<tr>
<td>Identify and name semicircles and quarter circles</td>
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<tr>
<td>Identify squares, rectangles, triangles, circles, semicircles, and quarter circles within a given figure</td>
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<td>CSU</td>
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<tr>
<td>Draw a straight line of a given length</td>
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<tr>
<td>2.G.1 Recognize and draw shapes having specified attributes</td>
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<td>CSU</td>
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<tr>
<td>3.G.1 Categorize some shapes, including quadrilaterals</td>
<td>CS</td>
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<tr>
<td>3.G.1 Identify rhombuses, rectangles, and squares as examples of quadrilaterals</td>
<td>CS</td>
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<tr>
<td>3.G.1 Draw quadrilaterals that are not rhombuses, rectangles, or squares</td>
<td>C</td>
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<tr>
<td>Associate an angle as a certain amount of turning</td>
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<td>CSU</td>
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<tr>
<td>Identify right angles</td>
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<tr>
<td>Tell whether an angle is greater or smaller than a right angle</td>
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<tr>
<td>4.MD.5 Recognize angles as shapes formed whenever two rays share an endpoint</td>
<td>C</td>
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<tr>
<td>4.MD.5a Understand that angles are measured with reference to degree of turning in a circle</td>
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<td>CSU</td>
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</tbody>
</table>
The symbols indicate where the topic is first introduced or specifically addressed.


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<tbody>
<tr>
<td>4.MD.5a</td>
<td>Understand that 1 degree is 1/360 of a circle</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.MD.5b</td>
<td>Understand that that an angle that turns through n degrees has a measure of n degrees.</td>
<td>CSU</td>
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<tr>
<td>4.MD.6</td>
<td>Measure angles with a protractor</td>
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<tr>
<td>4.MD.6</td>
<td>Draw angles of specified measure</td>
<td>CSU</td>
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<tr>
<td>4.MD.7</td>
<td>Recognize that the angle measure of an angle divided into parts is the sum of the parts. Solve addition and subtraction problems to find unknown angles. Write equations using a symbol to stand for the unknown angle.</td>
<td>CSU</td>
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<tr>
<td>4.MD.7</td>
<td>Associate quarter turns with 90°, half turn with 180°, and three-quarter turn with 270°</td>
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<tr>
<td>4.G.1</td>
<td>Identify and draw perpendicular and parallel lines</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.G.1</td>
<td>Identify and draw acute and obtuse angles</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.G.1</td>
<td>Identify and draw points, line segments, and rays</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.G.2</td>
<td>Recognize symmetric figures and lines of symmetry, draw lines of symmetry</td>
<td>CSU</td>
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</tr>
<tr>
<td>4.G.2</td>
<td>Complete a symmetric figure with respect to a given line of symmetry</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.G.2</td>
<td>Classify 2-D figures based on presence or absence of parallel or perpendicular lines, or angles of a specified size</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.G.2</td>
<td>Recognize and name parallelograms</td>
<td>CSU</td>
<td></td>
</tr>
<tr>
<td>4.G.2</td>
<td>Recognize and name trapezoids, using the exclusive definition of a trapezoid</td>
<td>SU</td>
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</tr>
<tr>
<td>4.G.2</td>
<td>Recognize and name trapezoids, using the inclusive definition of a trapezoid</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.G.2</td>
<td>Recognize and name right triangles</td>
<td>S CSU</td>
<td></td>
</tr>
<tr>
<td>5.G.3</td>
<td>Understand that attributes belonging to a category of 2-dimensional figures belong to all subcategories of that category</td>
<td>CS CSU</td>
<td></td>
</tr>
<tr>
<td>5.G.3</td>
<td>Classify 2-D figures in a hierarchy based on properties</td>
<td>CS CSU</td>
<td></td>
</tr>
<tr>
<td>5.G.3</td>
<td>Recognize and name isosceles and equilateral triangles</td>
<td>CSU CSU</td>
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<tr>
<td>5.G.3</td>
<td>Recognize and name scalene triangles</td>
<td>CS CS</td>
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</tr>
<tr>
<td>5.G.3</td>
<td>Identify and name angles on a straight line, angles at a point, vertically opposite angles</td>
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</tr>
<tr>
<td>5.G.3</td>
<td>Recognize that angles on a straight line add to 180°, angles around a point add to 360°, and vertically opposite angles are equal</td>
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</tr>
<tr>
<td>5.G.3</td>
<td>Find unknown angles involving angles on a straight line, angles at a point, and vertically opposite angles</td>
<td>CSU</td>
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<tr>
<td>5.G.3</td>
<td>State and find unknown angles involving the properties of parallelograms, rhombuses, and trapezoids</td>
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<tr>
<td>5.G.3</td>
<td>Recognize and use the property that the angle sum of a triangle is 180°</td>
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<tr>
<td>5.G.3</td>
<td>State and find unknown angles using angle properties of isosceles triangles, equilateral triangles, and right triangles</td>
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<tr>
<td>5.G.3</td>
<td>Draw squares, rectangles, parallelograms and triangles given dimensions (side lengths and angles)</td>
<td>SU</td>
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<tr>
<td>5.G.3</td>
<td>Identify congruent figures</td>
<td>S</td>
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</tr>
<tr>
<td>5.G.3</td>
<td>Recognize shapes that can tessellate, identify the shape in a tessellation, draw a tessellation on dot paper</td>
<td>S U</td>
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### Coordinate graphs

<table>
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<tr>
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<tbody>
<tr>
<td>5.G.1</td>
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<tr>
<td>Identify nets of prisms and pyramids, or solids from nets</td>
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### Data and Statistics

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<tr>
<td>1.MD.4</td>
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<td>2.MD.10</td>
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<td>2.MD.10</td>
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<td>2.MD.9</td>
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<td>3.MD.3</td>
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<tr>
<td>4.MD.4</td>
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<td>C</td>
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<tr>
<td>5.MD.2</td>
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<tr>
<td>5.G.2</td>
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<td>CSU</td>
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<tr>
<td>Read and interpret line graphs</td>
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<td>CSU</td>
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<tr>
<td>Collect, organize and display data in pie charts</td>
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<tr>
<td>Collect, organize and display data in histograms</td>
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<tr>
<td>Identify the mode and median of categorical data</td>
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<tr>
<td>Understand, find, and compare mean, median, and mode of a set of data</td>
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<tr>
<td>Identify whether common events are certain, likely, unlikely, or impossible</td>
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<tr>
<td>Record the possible outcomes for a simple event and systematically keep track of the outcome when it is repeated many times</td>
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</table>

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- **U**: U.S. Edition
- **C**: Common Core Edition
- **S**: Standards Edition

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<tbody>
<tr>
<td>Summarize and display results of simple probability experiments, use the results to predict future events</td>
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<tr>
<td>Represent all possible outcomes for simple probability experiments</td>
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<tr>
<td>Express all possible outcome of experimental probability situations verbally and numerically and as fractions</td>
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</table>

**Algebra**

| | | | | | |
| Summarize and display results of simple probability experiments, use the results to predict future events | | | | S | |
| Represent all possible outcomes for simple probability experiments | | | | S | |
| Express all possible outcome of experimental probability situations verbally and numerically and as fractions | | | | S | |

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<thead>
<tr>
<th>CCS</th>
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<tbody>
<tr>
<td>Write simple equations involving related changes in quantities (e.g. ( y = 3x + 5 )) and solve for the dependent value when given the independent value</td>
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<tr>
<td>Write and evaluate simple algebraic expressions in one variable using substitution</td>
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<tr>
<td>Use the distributive property in expressions with variables</td>
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<tr>
<td>Simplify algebraic expressions in one variable</td>
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<tr>
<td>Solve problems involving simple linear functions with whole numbers values, write the equation, and graph the resulting ordered pairs on a grid</td>
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<tr>
<td>Understand and interpret negative numbers, locate negative numbers on a number line, compare and order integers</td>
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<tr>
<td>Recognize and extend regular number patterns that include negative numbers</td>
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</tr>
<tr>
<td>Find the numerical value of negative numbers</td>
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<tr>
<td>Add and subtract positive and negative integers</td>
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<tr>
<td>Solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs on a grid</td>
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</table>
The intent at River Cities Academy (RCA) is to have a flexible uniform policy. Student dress should reflect the importance of school work and help create a climate conducive to student achievement. An optimal learning environment is achieved when students are dressed in clothes that do not distract from the mood of serious academic and creative work and positive social relations. This means that students are expected to be dressed prepared for the work they are doing – from outdoor gardening to formal presentations.

Outdoor play and physical activity will be part of the daily routine and students will be expected to dress appropriately for the weather, including hats, gloves and proper footwear. Experiential learning at RCA will often take place off-campus. For these occasions, when representing the school, students will be expected to wear an RCA logo polo shirt or sweatshirt. RCA will provide logo shirts for students unable to afford them.

**Why we have a dress code policy?**

RCA is a place where kids should know they are doing something very important – this is their uniform for learning.

**Important Information**

- RCA students with clothing-related religious practices may modify the uniform (e.g. head scarves).
- This is a gender-neutral uniform policy. Students can wear whatever part of the school uniform they feel comfortable wearing.
- RCA students with special needs will be addressed on a case-by-case basis.
- RCA students should wear clothing appropriate for our active work in the classroom, on the playground, at gym, and on expeditions.
- The Board believe that the RCA uniform should not be used as a punishment (or conversely “free dress days’ should not be used as a reward) for behavior or academic issues of any kind.
- Clothing & shoes must be well-fitted.
- Students should be dressed for all kinds of weather with adequate layers of clothing.
- Clothing should provide coverage from mid-sternum to mid-thigh (i.e. No low-cut tops, bare midriffs, sagging pants, short shorts, etc.) Shirts should cover the midriff even when arms are raised. Students should wear shorts under skirts to allow for maximum, uninhibited, confident movement during classroom and outdoor activity.

**Dress Code Options**

- Pants
  - Colors: Khaki, blue
  - Fabric: Cotton, twill or denim, no holes larger than 1”
• Shorts
  o Colors: Khaki, blue
  Fabric: Cotton, twill or denim, no holes larger than 1”

• Skirts/Skorts
  o Colors: Khaki, blue
  o Fabric: Cotton, twill or synthetic fibers
  o Shorts must be worn under skirts

• Shirts, Blouses
  o Colors: White, light blue or navy
  o Short or long-sleeved polos
  o Short or long-sleeved oxfords
  o Shirts must be tucked in. No more than top two buttons unbuttoned on shirts or blouses. All shirts/blouses must have buttons.

• Sweaters, Sweatshirts
  o Colors: Navy or gray
  o V-neck, crew neck and cardigan — shirts listed above must be worn under all sweatshirts and shirts must be tucked in.

• Shoes
  o Proper footwear must always be worn. Bare feet are not permitted. Footwear must be well-fitted, flat sole, shoes, boots or sandals. Weather-appropriate boots are required (i.e., rain boots and snow boots). Sandals must be sturdy for classroom and outdoor activities, and they must be fitted with a strap around the heel.
  o The following types of footwear are not allowed: Clogs, platform shoes, platform boots, flip-flops or slip-on sandals (i.e., crocs).

Personal accessories and appearance such as ties, socks, jewelry, hats, nail polish, or hairstyles shall not distract or detract a student, teacher or classmates from serious learning. Threatening or anti-social words or images are not allowed.

For all clothing, excluding shoes, no logos/print permitted. Solid colors only. Undergarments (excluding T-shirt collars) shall not be exposed. No see-through clothing permitted.
## Levels of Tiered Intervention Overview

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tier 1 Primary Prevention</th>
<th>Tier 1 Primary Prevention</th>
<th>Tier 2 Supplemental Intervention</th>
<th>Tier 3 Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Instructional Group</td>
<td>Whole Class, Differentiated or Flexible Grouping</td>
<td>Small Group-Up to 6 students</td>
<td>Small Group (3-5 students)</td>
<td>Individualized or Small group instruction (1-3)</td>
</tr>
<tr>
<td>Cut Point/Entrance Criteria</td>
<td>All students</td>
<td>Any student scoring between the 40th percentile and 59th percentile on NWEA screener **</td>
<td>Varies but typically 3 data points below grade level NWEA MAP percentile score between 20th - 39th</td>
<td>Students scoring below the 20th percentile on their universal screener</td>
</tr>
<tr>
<td>Frequency of Intervention Provided</td>
<td>90 Minute Block, daily</td>
<td>Minimum 3 times a week, at least 20 minutes</td>
<td>Minimum 3 days a week, 20-30 minutes</td>
<td>Minimum 4 days a week, minimum 30 minutes</td>
</tr>
<tr>
<td>Duration of Intervention</td>
<td>School Year</td>
<td>Minimum of 4-6 weeks</td>
<td>Minimum of 4-6 weeks</td>
<td>Minimum of 4-6 weeks</td>
</tr>
<tr>
<td>Intervention Integrity</td>
<td>Daily Lesson Plans, Observations</td>
<td>Daily Lesson plans, Intervention Log, Progress Monitoring Data</td>
<td>Intervention Log, Progress Monitoring Data</td>
<td>Intervention Log, Progress Monitoring Data</td>
</tr>
<tr>
<td>Intervention Tools</td>
<td>Daily Instruction, Differentiation</td>
<td>Fundations 2nd Dose, Fundations Fluency Kit, Just Words Program, online Google database</td>
<td>Fundations: 2nd Dose, Fluency Kit, Just Words Program</td>
<td>Fundations: 2nd Dose, Fluency Kit, Just Words Program, Wilson Reading, online Google database</td>
</tr>
<tr>
<td>Frequency of Progress Monitoring</td>
<td>Screening Measures 3 times a year</td>
<td>Varies, every 2-3 weeks</td>
<td>Minimum once every two weeks</td>
<td>Minimum weekly</td>
</tr>
<tr>
<td>Procedures for Adjusting Intervention</td>
<td>TBT collaboration, RTI team referral</td>
<td>TBT collaboration, RTI Meetings, Frequent Communication between Tier 1 and Tier 2 provider</td>
<td>TBT collaboration, RTI Meetings, Frequent Communication between all Tier providers</td>
<td>TBT collaboration, RTI Meetings, Frequent Communication between all Tier providers</td>
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</tbody>
</table>

**Technically all students below the 60th percentile should also be receiving interventions in the classroom, in addition to any supplemental service that may be provided.**
In accordance with the Kentucky System of Interventions (KSI), the Board of Directors (the "Board") of River Cities Academy (the "School") adopts this Academic Prevention/Intervention Policy (the "Policy"), as more fully detailed below, in order to address prevention and intervention services for all grades and students with all needs (gifted, special education, ELL, or other needs not identified herein) within the School.

Assessments
The School shall assess student achievement and needs in all program areas in compliance with State Law, the rules adopted by the State Board of Education and the Charter. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and educational achievement goals of the School.

State Required Tests
The School shall administer all State-mandated tests to students at the times designated by the State Board of Education. "Achievement tests" for purpose of this Policy are defined as those aligned with the Kentucky Academic Standards (KAS) and model curriculum, designed to measure a student's level of skill in a specific subject area that is expected at the end of a designated grade.

"Diagnostic assessments" for purposes of this Policy are defined as those aligned with Kentucky academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. The School will administer diagnostic assessments pursuant to KAS 3:303 (the required Kentucky Core Academic Standards).

All statewide tests shall be administered in accordance with the abovementioned standards.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but not limited, teacher observation, exit tickets, aimswebplus and Mindprint assessments, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any test required if the individualized education program ("IEP") developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Kentucky Alternate Assessment for a Student with
Disability ("KAA") is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use KAA to test students needing an alternate form of assessment.

The School shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

**Intervention Services**

In accordance with this Policy, the School shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the result of a diagnostic assessment. Intervention services will be identified and implemented with the student's test performance determining specifics needs in each test area. Such prevention, intervention or remediation programs may include, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention and/or small group interaction, modified work, oral assignments, read aloud, material in large print, content provided by a qualified interpreter, etc. This is not meant to be an exhaustive list.

During the school year following the year in which the tests are administered to any student, the School shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test or expected growth in any one or more areas within the core subjects.

In instances where students require intervention services, the School may involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services

**Procedures for the Regular Collection of Student Performance Data**

The School shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic
assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The School shall keep records for each student including the following:

A unique State student identification code or a student data verification code will be implemented and kept confidential, as required in accordance with the Kentucky Guidance on Student Information Security and Privacy.

No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

Procedures for Using Student Performance Data to Evaluate the Effectiveness of Intervention Services and, if Necessary, to Modify Such Services

The School shall utilize diagnostic and performance assessments that are nationally-normed (reading and math and science) and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and life sciences and the effectiveness of intervention services.

The student performance will be measured three times per year (fall, winter, spring). After each diagnostic and performance assessments data will be compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction, or other remediation activities deemed necessary to provide growth opportunities for students. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

This policy shall be reviewed annually.
Attachment H – ELL Screener
Home Language Survey

Name of student: ______________________________________________________
First Name ___________________ Middle Initial ___________________ Last Name ___________________

Name of parent / guardian: _____________________________________________
First Name ___________________ Middle Initial ___________________ Last Name ___________________

Phone Number: ________________________________________________________
Home ___________________ Work / Cell ___________________

Parent / Guardian:

Please answer the questions below accurately and completely. This information is necessary to provide the most appropriate placement and instruction for your child and will not be used for any other purposes. Thanks for your cooperation.

1. Was your child born in the United States?
   - [ ] Yes
   - [ ] No, please specify the country: ________________________________

2. Is your child’s first-learned or home language anything other than English?
   - [ ] Yes
   - [ ] No

3. What is the language most frequently spoken at home?
   - [ ] English
   - [ ] Other, please specify ________________________________

4. What language do you speak to your child at home?
   - [ ] English
   - [ ] Other, please specify Father ___________ Mother ___________

For Office Use Only

Date Received: _________________ W-APT test Needed: [ ] Y [ ] N

Date of Referral: __________ Date of W-APT test: _________________

W-APT test Score: Listening/speaking: ___________ Reading: ___________ Writing: ___________

Eligible for ESL Services: [ ] Y [ ] N If no, please explain: __________________________________________
Signature of ESL Teacher: _______________________

Notes for survey administrator:

1. Please provide an interpreter when necessary.
2. If response indicates a language other than English, please contact ESL teacher and provide her/him with a copy of this survey.
3. File original Home Language Survey in student’s cumulative folder.
Attachment I
River Cities Academy 2019 Marketing Plan

Goals
Marketing goals (both short and long term):
• Raise community awareness of the school and its experiential approach to education
• Attract new students
• Attract community partners
• Attract donors to support our foundation

Target Students and Parents
RCA is looking to attract any children in grades K-5th living in the urban core of the River Cities (including but not exclusive to Bellevue, Covington, Dayton, Ft. Thomas, Ludlow and Newport) of Kenton and Campbell Counties who prefer a constructivist—or hands-on—approach to learning.

Unique Selling Proposition
Putting Life in Learning. River Cities Academy is an urban public school with a constructivist approach.

Positioning Statement
River Cities Academy provides children grades K-8 living in the urban core of Bellevue, Covington, Dayton, Ft. Thomas, Ludlow and Newport with an excellent academic and public social education. We do this by maintaining an exceptional faculty empowered to govern, employing a constructivist case-based, no-excuses teaching model, and engaging the community with teaching and volunteering partnerships.

We will graduate children with 21st century skills who have beneficial relationships with their peers and community and are ready to excel in high school.

• We have written polices to provide teachers with the freedom, resources and backup support to teach to the unique needs and interests of their students
• We will provide an engaging, no-excuses learning environment that has relevance in real life and the community with a case-based methodology and a focus on social and emotional growth.
• We have schedules and calendars designed to work with those of families, and to reduce the expectations on parents to teach at home

Distribution Plan
RCA will personally approach preschools, Campbell and Kenton County libraries and local youth athletics in our target neighborhoods and develop a strong online presence. An annual open
house will be held in January, and parent observation and student shadowing days can be scheduled throughout the school year.

Marketing Materials
RCA will promote the school to prospective students with a website, print brochures, business cards, posters and novel promotions in neighborhoods such as sidewalk chalk “graffiti”.

Online marketing strategy:
• **Keyword Strategy**: implement keyword research for SEO
• **Search Engine Optimization Strategy**: set up a system to document top keywords to use on the RCA website and hash tags for social medial
• **Social Media Strategy**: Website (established to provide transparency of school operations to the public) Facebook (established to reflect the interests and shared philosophies about education), and Instagram (to be established to promote website and FB)

Joint Ventures & Partnerships
Cases for student learning will be developed in tandem with local business and farms. Relationships will be established with local charities such as the Salvation Army and Henry Hosea House.

Referral Strategy
If the demand for places in the new school year is less than the number of seats, RCA will implement a formal referral strategy to ask enrolled families to recommend tours of the school to interested neighbors.
<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
<th>Date</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with key leaders</td>
<td>Introduce RCA to leaders and create partnerships</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Attend community meetings/events</td>
<td>Introduce RCA at community meetings and engage with surrounding communities</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Visit Resource/Community Centers</td>
<td>Create a partnership with local centers that can provide resources for RCA families and can generate prospective students</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Round Table-Key Leaders</td>
<td>Meet with key leaders to discuss how RCA can serve the community</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Meet with local businesses</td>
<td>Introduce RCA and create partnership for future opportunities</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Visit local churches</td>
<td>Introduce RCA to religious communities and create a partnership to impact the community</td>
<td>July-December 2019</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Open House</td>
<td>Invite key leaders</td>
<td>January-April 2020</td>
<td>Founding Team</td>
</tr>
<tr>
<td>Parent Orientations</td>
<td>Host monthly orientations for prospective families</td>
<td>February -July 2020</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Leaders Celebration</td>
<td>Celebrate community key leaders and provide an</td>
<td>April-May 2020</td>
<td>School Leadership Team</td>
</tr>
</tbody>
</table>
Canvassing  | School Leadership Team travels door-to-door in key neighborhoods to share school information and enroll students | April-July 2020  2 days per week, every week | School Leadership Team
--- | --- | --- | ---
Invitation Day  | Local community centers and programs are invited to the school to meet teachers and staff, and learn more about the school and education model | May 2020 | Founding & School Leadership Team / Teachers / Staff
Community Fun Day  | Host a community celebration to announce the opening of RCA | June 2020 | School Leadership Team
School Walk-Through  | RCA is open for school walk-through | July 2020 | Founding & School Leadership Team

### Marketing and Promotions Schedule

<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated Quantity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Materials</td>
<td>7,000 + promotional pieces</td>
<td></td>
</tr>
<tr>
<td>Postcards</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Brochures, Flyers, Folders</td>
<td>2500</td>
<td></td>
</tr>
<tr>
<td>Door hangers</td>
<td>2500</td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Newspapers / Magazines Ads</td>
<td>5</td>
<td>Advertisements/ Announcements</td>
</tr>
<tr>
<td>Method</td>
<td>Quantity</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Postcards Mailed</td>
<td>5000</td>
<td></td>
</tr>
<tr>
<td>Billboards, bus stop ads, transit bus</td>
<td>2</td>
<td>Billboard ads</td>
</tr>
<tr>
<td>Radio Media, Pandora Advertisements</td>
<td>2</td>
<td>Radio spot ads</td>
</tr>
<tr>
<td>Telephone Robo-Calls</td>
<td>10,000</td>
<td>Call-em-all phone call ads to homes throughout the community</td>
</tr>
<tr>
<td>Display Holders Display Boards Display Wheels</td>
<td>200 300 100</td>
<td>Display products to be used for Open Houses and community events</td>
</tr>
<tr>
<td>Web-based marketing, social media messaging, email marketing</td>
<td></td>
<td>Target based ads, pay per click</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research based, target population to increase leads and to assist with grass roots efforts</td>
</tr>
<tr>
<td>Promotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotional Product #1</td>
<td>1,000</td>
<td>Customized Ink Pens</td>
</tr>
<tr>
<td>Promotional Product #2</td>
<td>500</td>
<td>Promo T-Shirts</td>
</tr>
<tr>
<td>Promotional Product #3</td>
<td>1,000</td>
<td>Stadium Cups</td>
</tr>
<tr>
<td>Promotional Product #4</td>
<td>500</td>
<td>Yard Signs</td>
</tr>
<tr>
<td>Promotional Product #5</td>
<td>5,000</td>
<td>Candy</td>
</tr>
<tr>
<td>Promotional Product #6</td>
<td>299</td>
<td>Misc. Prizes</td>
</tr>
</tbody>
</table>
River Cities Academy
invites Kindergarten - 5th grade children living in the Northern Kentucky urban core who prefer a hands-on approach to learning to explore our school.

For more information visit us at
riverscitiesacademy.org
facebook.com/RiverCitiesAcademy/

We are
A public, non-profit school (tuition-free) for grades Kindergarten through 8th
Excellence in academics through high-expectations and hands-on learning
For the River Cities Community of Bellevue, Covington, Dayton, Ft. Thomas, Ludlow and Newport

We will
Focus on social and emotional growth, moral character and good manners
Graduate children with 21st century skills ready to excel in high school and in a rapidly changing future.
Have schedules and calendars designed to work with those of families, and to reduce the expectations on parents to teach at home.

Our teachers
Are provided with the freedom, resources and backup support to teach to the unique needs and interests of their students.
River Cities Academy invites Kindergarten–5th grade children living in the Northern Kentucky urban core who prefer a hands-on approach to learning to explore our school.

We are
A public, non-profit school (tuition-free) for children kindergarten through fifth grade. Excellence in academics through high expectations and hands-on learning.

For the River Cities Communities of Bellarmine, Covington, Dayton, Ft. Thomas, Ludlow and Newport.

We will
Focus on social and emotional growth, moral character, and good manners. Graduate children with test scores ready to excel in high school and in this rapidly changing future.

Our teachers
Are provided with the training, resources and support to assist with the academic and emotional needs of our students.

Visit us at rivercitiesacademy.org for more information.

Facebook.com/rivercitiesacademy
Bringing Learning to Life

Case-based learning project in Cincinnati connects kids with STEM careers
Editor’s Note

The stories in this publication show the result of the hard work of Milford and Cincinnati educators and students in trying something new in education. It also shows the ingenuity of non-profit partners who helped them explore how to engage with studies in science, technology, engineering and math (STEM.)

But it would not have been possible without the extraordinary opportunity presented by the State of Ohio through its Straight A Fund and a grant of $1.1 million for this project. For two years, the state provided $250 million for schools and districts to pursue innovative projects that would promise to increase academic achievement, reduce costs, and send more dollars to classrooms. States are not usually in the business of funding innovation to this degree. For this, Ohio stands out.

This project, one of 24 funded in the inaugural year of the Straight A Fund, was successful in increasing academic achievement in STEM subjects without raising costs to the participating schools and districts. An independent evaluation from the University of Cincinnati found that students met learning objectives, were more engaged, and that teachers found that they could teach hard-to-teach subjects differently and more effectively.

As you read these stories of how teachers, students, and business partners excelled in this case-based learning project, please know that there are many, many others in Milford and Cincinnati who tried this new approach to do a better job teaching STEM subjects and found success as well.

At right is a table showing all of the schools and organizations who agreed to try something new to help students learn subject matter that can be very important to them pursuing lucrative and rewarding careers in the STEM fields.

I hope you find these stories as inspiring as they were for us to bring them to you.

Mary Welsh Schlueter
Chief Executive Officer
PIE

Andrew Benson
Executive Director
Smarter Schools
About the Storytellers

Sandy Weiskittel is a veteran free-lance writer and editor with keen interests in education and health care. She views writing as a lifelong learning opportunity and appreciates the inspirational people she meets along the way. Sandy is a native Cincinnatian who lives in the White Oak area and can be reached at weiskittelwriter.com

Cindy Dodson has been writing about people, places and things for nearly three decades. She serves clients in the health care, education and financial industries, recently focusing her efforts in small businesses branding and marketing. She believes the world is full of stories waiting to be told. Cindy resides in Mason and can be reached at cdodson@cinci.rr.com

Bringing Learning to Life

Straight A Grant Funds Case-Based Learning for 18 Greater Cincinnati Schools

Create a new gelato flavor. Evaluate a city’s readiness to host the Olympic Games. Find a better moisture-absorbing fabric for athletic braces.

When businesses, students and teachers come together to solve real-life challenges, the possibilities for learning are unlimited.

That’s the thinking that brought together businesses and non-profit organizations with Cincinnati Public Schools and Milford Exempted Village Schools for case-based learning projects in 2014.

Eighteen classes between the two districts were paired with a company or non-profit organization and given a case-based learning problem to solve. For Kilgour Elementary School, the delicious challenge was working with Madisono’s Gelato to create a new gelato flavor. Other schools compared organic with non-organic produce, sought ways to effectively pair mentors with young adults just out of foster care, or explored illusions and perspectives of art.

At the conclusion of each project, the Northern Kentucky University Center for Applied Informatics collaborated with students to create a software app game closely linked to the subject matter of their case study. (See sidebar on page 5.)

All projects were funded by a $1.1 million grant from Ohio Gov. John Kasich’s Straight A Fund, established to boost student achievement, reduce spending or maximize use of existing resources. Cincinnati-based Smarter Schools and the Partnership for Innovation in Education (PIE) partnered on the grant to increase student awareness and interest in science, technology,
“Educators are preparing kids for workplace readiness, and STEM occupations are projected to grow 27 percent over the next 10 years, according to Cincinnati’s 2020 Jobs Outlook Report,” she says.

Schlueter notes that this is the first time case-based learning has been introduced into the curriculum of public elementary and middle schools. A graduate of Harvard Business School (a case-based learning Mecca), Schlueter facilitated a pilot program at Kilgour Elementary in 2012 that offered promising academic achievement and spurred interest in continuing the project.

Teachers for the 2014 program had considerable input on the case studies. Each school received funds for an iPad or similar tablet for students participating in

Charles and Cassie observed that the case supported their teaching philosophy of collaborating to do what's best for the students.

“We are more powerful when we collaborate,” he asserts. “If we’re always doing what’s right for the kids, then we’re always doing what’s right.”

Cassie agreed, revealing her own journey of discovery. “I’m glad the kids experienced this,” she professes. “They even taught us along the way. They’re capable of more than we thought, and they can be very creative.”

“"I’m glad the kids experienced this.
They even taught us along the way.
They’re capable of more than we thought,
and they can be very creative." 

Story by Cindy Dodson
The Joy of Discovery

The Meadowview teachers saw that students gained confidence through the case project and took the initiative without asking for help on each step.

for us with this project. By the end of each stage, we felt pretty good with the products from our kids.” And the students gained confidence too.

During their experiments, students were told they needed to take photos, but they were not instructed how to incorporate the photos into their presentation. Some made flipagrams using an iPhone app that creates short videos from photos.

“That may have been my favorite moment,” Cassie declares. “I was taken back because we hadn’t told them to do it. They just did it!” That independence would pay off for students.

Soon it was May 28 and time for the presentation. Don from 3M visited Meadowview, as he’d done with the five other participating Milford schools, to learn what the students had discovered.

“What they did in the short amount of time was impressive. We walked away from the presentations with a double thumbs up.” Don notes how 3M would easily partner with the schools again.

“We were all in for this. It helps kids learn. It helps the school district. Eighty-five to 90 percent of the driving force for us is helping the learning process expand for these kids.”

TheeMeadowvieweteacherseesethatestudentsegainedeconfidenceethroughetheecaseprojeceandetooketheeinitiativeewithouteaskingeheoneeachestep9

“We were all in for this. It helps kids learn. It helps the school district. Eighty-five to 90 percent of the driving force for us is helping the learning process expand for these kids.”

Dr. Robert Farrell, superintendent of Milford schools, enthusiastically endorses the case-based learning process. “Our students have learned general concepts, and here’s the real-life problem they get to work on with a real company. The students gather data and figure things out. We’re moving toward inquiry learning, and this is a great way to bring the community into the classroom and engage students.”

He plans to bring case-based learning to other grades in his school district.

Participating business people, teachers and students wholeheartedly agree that the case-based learning approach in this grant project help students analyze a problem and think through a solution – an important skill that will help them in school and careers.

Project goals are to make the case studies reproducible and available for purchase so other school districts can implement their own case-based learning projects.

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Bringing Learning to Life

StudentseatevenciaseKilgourexlementaryeusedeitheireiPadsetoeanalyzetheeschooldataandeconducte researched to create a new gelato flavor for Madison’s Gelato.
The Joy of Discovery

Eventually, hypotheses were made. Questions were asked. What effect would each fabric have on the skin? Does a thicker fabric absorb better? Students discussed the materials they would need for the experiment.

The day of the experiment came, and students were anxious to test their hypotheses. They tested absorption (wicking), water spread and water migration (transfer of water from one side of fabric to the other.) They created dot plot diagrams and calculated means and medians.

Students’ expectations shattered with some of the fabrics. They believed a thicker fabric would absorb more. They were not expecting it to spread so much. Charles referenced how with project-based learning, he always knew the outcome of an experiment and would hold back on the knowledge until the students could arrive at the answer. “I had no idea what they would see with this experiment,” he recalls.

Don from 3M notes, “We test materials three to five times. The students provided more test measurements for us, making our data and results more reliable.” After they analyzed and documented their experiments, the students turned their energies toward their presentations to 3M management. Oddly enough, some of the trepidation they previously felt had faded. Cassie explains, “Every week was a new adventure...
Putting a name to it

Charles and Cassie knew they could make this classroom experience even more authentic if they assigned job titles. So they wrote job descriptions for three roles – Team Leader, Communications Officer and Data Analyst. They shared this document with the other Milford 6th grade classes as well.

Cassie says, “Students were able to relate personal experiences – jobs their parents have – to this project. Many were able to relate to the idea of a project that would be reported to a boss.”

She told the students, “Every person has been assigned a role for the group they’re in. Responsibilities are not limited to what’s listed on the page. Use each person’s strengths to create the best outcome for your group.”

Charles notes how they put into leadership roles students who might not normally be leaders. “It gave kids the opportunity to do well in a place they could do well.”

It gave them a chance to shine, to discover their leadership potential.

And that leadership opportunity became a learning opportunity. The teachers dedicated a few classes a week to the case. Cassie notes, “We stressed to the students how important it was to be there for their team on these days and how you can’t just not come to school because you don’t feel like it. … Just like in the real world, you can’t just decide to not show up one day.”

Charles adds, “We set high standards in our class each and every day, and our students know this.”

The students took it seriously.

“I’m the Team Leader,” professed a student in one group. “I have to make sure you guys are ready.” The same group’s data analyst announced, “I’m in the one who creates the forms.”

“It’s your email William or Will,” asked the group’s Communications Officer, who was setting up Google Drive emails. “Do you know how to do Power Point?” asked the Team Leader of the Communications Officer. Tensions still were running high regarding the group’s looming presentation to 3M.

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NKU benefits from the community outreach, Rider says. “We’re meeting a lot of kids who might come here for college. Plus, working with K through 12 is beneficial to the region as a whole. It’s a win all around.”

Final products will be sold on the Google Play Market and Apple’s iTunes, and revenue will go back to the individual schools.

“App development is a fun way to introduce computer science to young students. We briefly touched on business informatics to sell apps. It introduces a different side of STEM concepts,” Rider says.

“App development is a fun way to introduce computer science to young students.”

Charles and Cassie guided their young scientists in discovering varied Google tools available at the tips of their fingers through their own personal Chromebooks, which were funded by the state grant. From Google Docs to Google Presentations, students discovered a whole new world of resources available to them.

The teachers strolled around the room, observing and providing guidance. “Did you share a folder yet?” Charles asked one group. He had previously recommended Google Drive to the students so all team members would receive instant, fluid communication on the group’s progress each week.

Charles and Cassie became more like coaches – a role they both connect to, attributing coaching as one of their reasons for going into teaching. Charles coached junior high basketball and volleyball during college. Cassie has been coaching a multi-age swim team at the Blue Ash YMCA for about five years.

They encouraged students yet also expected them to sweat out the unknowns and dig a little deeper into their abilities. They were not teaching to a test. The case already had been matched up to Ohio’s New Learning Standards. They were facilitating learning, which pleased them since it’s one of their preferred approaches to teaching.

Cassie notes, “Though this is a more and more common part of our classrooms, this case was the most extreme example yet to take place.”

Then a strange thing happened. The project began to take on a life of its own, filled with the energy of enthusiastic students thriving in an environment of inquiry and gentle guidance. Their classroom environment was transforming.

Charles shares, “This whole process made some students step up. As they’d look at a table next to them, they were like, ‘I want to be doing what they’re doing.’”

Students soon became accustomed to relying one another rather than going straight to their teachers. “As students saw problems, they first came to us, but quickly realized we didn’t run the experiment and could not tell them what happened,” Cassie explains. “By the end of the case, students were much better at asking peers before they came to us for help.”

The Joy of Discovery

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Sweet Taste of Success

6th grade math students at Kilgour create new gelato flavor and gain valuable STEM skills

The children’s eyes widen in delight as the sweet, refreshing gelato hits their tongues. A steady tapping ensues as spoons hit the bottoms of tiny, plastic taste cups. Lips smack with every last drop. Tongues linger on empty spoons. Dreamy-eyed students are content with this new gelato flavor.

“We like it, but what if Ohio doesn’t like the flavor?” questions James, a highly social student who assists his four-member group as production manager for this real-life business case.

“What if we’re wrong?”

So goes another day in Ms. Bisher’s 6th-grade math class.

But it’s the moment of truth for these students at Kilgour Elementary, located in Cincinnati’s Mt. Lookout neighborhood and serving grades K through 6. They spent the previous five weeks of their Wednesday math class assisting Matt Madison, the owner of his family’s Madisono’s Gelato, in developing a new gelato flavor for the summer. It’s the end of April, and the Kilgour school carnival – where the new flavor will debut – is just a few weeks away. Will people want to buy it?

“We like it, but what if Ohio doesn’t like the flavor?”

What if we’re wrong?”

Matt is familiar with these concerns. He has pondered similar thoughts in the seven years he has operated Madisono’s Gelato. Giving these students an opportunity to see a difficult challenge, address it on their own and ultimately triumph was appealing to him. He had done career days in schools before with his own three children, aged 14, 11 and 9. But nothing ever quite like this.
Learning by doing

It all began in March, when Matt, a thin, 6-foot-tall, 40-something local business owner, entered this Cincinnati Public Schools elementary classroom wearing a red and white chef’s jacket.

“I wear the jacket to reinforce with them how this is real,” he asserts. “I’m a real business. I want to sell more gelato.”

It’s this partnering of local business with classrooms that provides the often-absent relatability in learning. Kilgour was one of 18 Greater Cincinnati schools in 2014 given this unique case-based learning opportunity through a $1.1 million grant from the Ohio Straight A Fund.

The grant promotes a Harvard-influenced learning model that aims to increase student awareness and interest in science, technology, engineering and math (STEM) fields.

It appears Matt has landed in the right place for giving back. Science and teaching are in his blood. His father was a product research chemist; his mother, a teacher.

From the beginning, Matt did not have to worry about gaining the interest of students. They were more eager to help. Perhaps it was the lure of gelato. How can kids not get excited about the cool stuff?

Matt Madison, owner of Madison’s Gelato: “I wear the jacket to reinforce with them how this is real. I’m a real business. I want to sell more gelato.”

case-based learning model from the start. “Our students learn theories and concepts, but the relevance is missing. Here’s a real-life problem they get to work on with a real-life company. It’s fun for them, and they’re beginning to see how learning is relevant and they ‘get it’ and how it can help them in the future.”

The dynamic teaching duo stood firm in their “go find that out” game plan. However, according to Cassie, it was not without growing pains.

“It was hard for me to watch the students become frustrated. As a teacher, I wanted to help them. It took a lot for me to realize that in allowing them to be frustrated, I was helping them. Ultimately, I was helping them more, because they were figuring it out for themselves, growing in confidence and realizing they have ways to find the answers.”

Charles refers to the proverb of teaching a man to fish. “Dependence is nurtured if we are not careful,” he contends. “It takes a mindset that it’s okay to not always help your students by giving them answers. They need to become learners, not just students.”

For the students, there was freedom in knowing there were no right or wrong answers. Dr. Farrell refers to this as inquiry learning and would like to see education move more rapidly toward this environment. “It’s not one solution to something, no one right answer. It’s about gathering data and figuring it out. We’re moving more toward inquiry learning. Something like this is a great way to help us move in this direction.”

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During his first class visit, Matt made sure his new product development team understood his product by explaining the differences between ice cream and gelato. Gelato has lower butterfat and calories. It’s also slow churned, which means it has less air whipped into it, yielding a creamier, denser texture that often results in more intense flavors.

Matt grew up in College Hill and has fond memories of riding his bike with his brother to the local ice cream store. “Ice cream offers a bit of nostalgia to people,” he contends. “I would hope Madisono’s would have that same effect.”

Since 2007, Matt has worked to make Madisono’s Gelato a Cincinnati tradition. The small-batch gelato business in Glendale’s historic Village Square is a spin-off of Madison’s at Findlay Market, a fresh produce business his parents started in 1996.

In the classroom, the group’s marketing manager, Kilgour 6th-grader Sophie, enthusiastically confesses, “Wednesdays are my favorite days! I really like how we’re working with someone who works in the real world.”

Her classmate, Edgar, the group’s data analyst, shares a more academic view. Charles and Cassie asked them to research 3M using their graphic organizer tool. After one student approached Charles to ask about the purpose of 3M, he responded, “I don’t know. That’s a good question. Go find that out.”

The students began to realize this was not their typical classroom experience where they received an assignment, completed it and received a grade. This experience was different and would occupy their science class throughout the end of the school year. But they trusted their teachers. They began to relax within this awkward yet refreshing environment of independence and self-directed discovery.

Charles explains, “This was to help them understand this real-life customer rather than spelling it out for them. If they have to discover it on their own, they will better remember it.” He adds, “We always talk about how this generation has more access to knowledge, yet they possess less knowledge.”

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Students had to carefully measure the distance of water absorption.

Cassie Dorl guided students through the experiments as they tested the fabrics from 3M.

The Joy of Discovery

One student recalls, “It made me feel pretty cool that 3M picked us for this.” Another notes, “I gained a better appreciation of what real professionals do and the importance of working together as a team to get things done.”

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“We’re learning all these new skills to prepare us for real-world problems. What we’re doing here is real.”

During the first few sessions of the case, students submitted applications for management positions and began research for a consumer survey. Sophie even called another local gelato business. “I’ve gained confidence in talking to people,” she shares.

The business titles serve to give the students another taste of the real world. As for Matt’s title, well, you won’t hear him answer to president or CEO. But he will release a humble smile when his merchant customers refer to him as the Gelato Guy.

Kicking off such an endeavor has been a bit overwhelming, admits the students’ teacher, Stephanie Bisher. “The challenge for teachers is that we’re not business people,” she explains. “So having a community partner is key. Matt gave me an outline of what his company would do when developing a new flavor, and we put it into the level and language 6th graders could understand.”

Vanilla or Chocolate?
Matt has attended all seven Wednesday sessions of the case. “This wasn’t something where I could sit back passively.” It’s worked.

Each Wednesday, students eagerly await the moment of the class where Matt walks to the front of the classroom in a slow, easy gait and shares how what they’re doing is what he and his staff do when developing a new flavor.

It’s the second session and Matt guides the students, telling them, “What kinds of things do we need to know from customers to develop a new flavor?” After lively classroom participation, research managers from each four-member group get to work, compiling survey questions for the entire elementary school – their target market for the new flavor. They even work through lunch to get it done.

Middle Childhood Education. With no children of her own, Cassie’s experience with children has been all on the job.

Charles came to Meadowview five years ago after teaching seven years at Loveland Baptist School. He received his degree in Elementary Education in 2000 from Miami University in Oxford. He is married with two boys, ages 6 and 9.

Data from the research at Meadowview was analyzed using Chromebooks purchased through the Straight A Fund grant.

A different type of assignment
The students received their assignment in a non-traditional way – from a 3M engineer and Human Resources Manager Don Barnes.

“3M is focused on innovation,” Don notes. “We need more engineers and scientists. This partnership is all tied into STEM. It’s awesome.”

When they returned to the classroom, Charles and Cassie eased their concerns. “We presented this project to students as a privilege and challenge,” Charles explains. Both graduate students at Miami University, they also created tools to complement the case, such as a graphic organizer, which they shared with the five other participating Milford elementary schools.

“Yes, a presentation!”

“Overall, they really jumped right into it and took the challenge. They enjoyed the idea that a company was asking them for help with a real problem that needed a solution.”
the face was a case outline that provided limited guidance to teachers, letting them shape the project to meet their learning objectives and classroom dynamics. The two teachers felt uncertainty initially since the project was so open ended.

Cassie recalls, “We really decided … that we needed to just jump in and make this project work. We weren’t okay with doing it half way.”

Charles adds, “We liked the concept. We just weren’t clear on expectations. So we decided we would make this our own.”

What kept them motivated and moving forward was their shared passion for doing what’s best for their students. “Once we sat down and really decided what we envisioned and then figured out what we thought would help the kids, we were able to start creating a plan,” he says.

Little did they know … this business case would unleash a type of learning that knew no boundaries. Little did they know … their shared passion would play out so meaningfully, for the students, and for them.

Team teaching

Because of their collaborative approach, these Cincinnati natives took comfort in relying on each other to create a successful experience for their students. Four years of shared teaching philosophies fueled their success.

“I expect a great deal from my students,” Cassie notes. “Charles and I have very similar philosophies here. I do not reward students for doing the bare minimum.”

Charles tells students from day one that, in the end, it’s not the grade that matters. “They are rewarded for their effort, and doing the bare minimum is not ‘A’ quality work. Tests do not reflect ability or aptitude. Effort does.”

This tough-love approach was nurtured early in both Charles and Cassie. Charles says his kindergarten teacher was his biggest role model. He recalls her mantra of “High expectations equal high achievement.”

Cassie says her best teachers were always the toughest teachers. “They were the ones who expected the most from you and made you do more than you ever thought possible of yourself.”

You would think their well-seasoned teaching philosophies took many decades to blossom. But Meadowview is Cassie’s first teaching position after graduating from the University of Cincinnati in 2010 with a degree in

Ava, the group’s research manager, feels pressure with the challenge before her.

“I’ve felt pressure and fun at the same time,” she says. “You know, finding a flavor someone likes.”

During the next class, the groups go out and survey the school. Each group covers a grade level. Edgar recalls his interaction with a 4th grader.

“He sat there scratching his head like it was the most serious thing in the world.”

A week later, they compile their findings into Survey Monkey, pulling out their iPads and reviewing data ranging from students’ favorite toppings to their preference for vanilla or chocolate. It’s math. It’s statistics. And it’s data interpretation all rolled into one. The iPads were paid for with the Ohio Straight A Fund grant.

It’s time to make sense of the research. Their teacher, Stephanie, instructs, “I’m going to let you guys go through the data and figure it out. You’re smart enough.”

She relates, “I believe in the constructivist theory. Children will build their own knowledge. This is the way I like to teach.”

Data analysts from each group stand up at their tables and report on their grade’s findings. “What trends are you starting to see emerge?” Stephanie asks. Answers include, “They like sweet more than sour,” and “I heard brownies mentioned a lot.”

James locked on to Matt’s guidance during one of his classroom visits.
Getting real

Matt continues to encourage these young entrepreneurs. “Those were great questions. The type we’d ask ourselves.” Now, the students can brainstorm flavor ideas.

“The sky is the limit,” Matt says. “Nothing is too goofy or too crazy. Now you have information to guide you toward a flavor combination.” The energy in the room changes as some students lean forward, sensing how real this business case is becoming.

“Companies work very hard to get information and data to help them decide things. You guys are doing that. This is the real thing.” Matt then reads from an industry magazine called The Dipper, his voice authoritative yet soothing. The magazine article featured a survey for the most popular ice cream flavor for summer 2013 – vanilla chocolate/caramel crunch.

The students go to work to brainstorm flavor combinations. A constant chatter consumes the classroom. Words like “what if” and “we could” bounce from every table like silver balls in a pinball machine. One student gets so excited that she jumps from her chair, blurtting out her idea.

The following week, students shift gears and engage in a challenging cost analysis for their top seven flavor ideas and accompanying ingredients. Stephanie discusses terms like variable cost, unit cost and gross profit margin.

Matt continues to give context to what the students are doing. “It’s like if you were starting a lawn business. You’d need to

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Meadowview Elementary’s charge was to test, identify and rank optimal moisture-wicking fabrics for joint and muscle support wraps manufactured by 3M, a Minnesota-based manufacturer with a facility in Milford. Their results would help 3M determine the best fabrics at the lowest possible cost.

Their “supervisors” were Meadowview teachers Charles Smith and Cassie Dorl, who have collaborated for four years in a team-teaching approach, often joining their classrooms together for special projects. Researching the ability of fabrics to keep the skin dry was not on their radar earlier this spring. They had planned to study rocks and minerals and eventually the characteristics of life and cells.

But their plans had to change to take advantage of the opportunity with 3M. And staring them square in

Meadowview teachers Charles Smith and Cassie Dorl used a team-teaching approach for the case-based learning project. Because of their collaborative approach, they took comfort in relying on each other to create a successful experience for their students. Four years of shared teaching philosophies fueled their success.
They watched and waited. A single drop of water on a piece of fabric held their attention. Never before had a drop of water been so interesting to these young 3M scientists. They stared. They chatted. They waited. Eyes fixed and frozen in curiosity on the fabric before them.

The pressure was on. They had to pay close attention while executing this water droplet experiment, which would yield data on the fabric’s absorption rate. After all, they were expected to present their findings to management within a few weeks.

But this is not any ordinary group of scientists. They are 6th graders at Meadowview Elementary, one of six elementary schools within Milford. They were part of a project to study the absorption rate of fabrics manufactured by 3M.

Student and teacher interactions were rich in teachable moments. "Know the cost of gas, how many lawns per gallon and what to charge." It’s a flurry of activity as students begin creating spreadsheets with their iPads. To some, the work is familiar since they had studied unit rates earlier in the school year.

The students appreciate Matt’s help as he walks around the classroom answering questions. With a smooth, calming voice he asks one table, "What were your Oreo and cheesecake prices?"

Nodding in approval upon viewing the spreadsheet, he says, "I’m really impressed. You guys have done a good job with that."

It’s a different story at another table attempting to calculate the cost for 25 pounds of marshmallows instead of the correct 2.5 pounds. Matt smiles and says, "Well, does that sound logical? That would be a lot of marshmallows!"

Matt discussed the project with marketing manager Sophie. Often, he stoops to table level to better connect with his inquisitive students. With a smooth, calming voice he asks one table, "What were your Oreo and cheesecake prices?"

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His approach is much like the one he takes with his own children. "I’m always looking for teachable moments,” he says, noting how he often reminds his own kids to apply logic when evaluating problems.

Meanwhile, Edgar enjoys working the numbers and learning which flavors will yield the highest and lowest profit margins. "This is giving us real experience and to know what’s it like to be an entrepreneur. It feels good because we are helping Madison’s be successful."
And the winner is …

The gelato case gains momentum during the next class as the students turn to brainstorming a name for the winning flavor – chocolate base with chocolate pieces and brownie bits. Potential names fly across the room and onto the chalkboard. Matt stands in the back of the room, chin in hand, nodding in approval.

The class narrows the names through another survey. At the next class, they’re ready for a winner. As some students hear their suggestion being discussed at another table, they pump their fists in excitement.

Matt enjoys the creative energy. “This is really genuine. I can feel their energy.”

The winning name – Triple Chocolate Dare – won by one vote and beat out contenders such as Mustang Blitz and Lots of Choco.

Sophie comments, “I’ve liked seeing it go from like a hundred names to one and how we each got to come up with something on the list.” Ava is starting to see it all come together. “We’re helping a real business, and it’s not play money with a fake business where if anything goes wrong, it’s not real.”

As they complete their final presentation at the Taft Museum, the students talk one by one about lessons learned and accomplishments achieved. They present their three-dimensional model and show the two-dimensional photo of that model on the movie screen at the front of the room. Their mission has been accomplished.

Getting the Big Picture

Morissette comments, “It was exciting to visit the classroom and see your energy. You’ve given me a new way to view the Duncanson murals.”

Staff members and students make a final trip up to the second floor to view paintings and the mural that has occupied their minds and hands for the past 10 weeks.

Foster applauds Kyree’s attitude. It reinforces why she agreed to do the project: “The scientific method is about inquiry. We’re collecting and organizing data. I tell the students science is everywhere. They don’t believe me. This is my way of showing them.”

As Kyree studies the now-familiar artwork that has been the focus of her hands-on learning experience, the mural looks just the same as it did a few months ago. It’s Kyree and her classmates who have changed, with broader perspectives on science, art and life.

“...and shows me what I can do. I like bringing something new to the world and thinking outside the box.”
Getting the Big Picture

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From the moment she heard about the case-based learning opportunity in a teachers’ meeting, Foster realized the case study’s potential to engage students’ interest in a memorable way. She implemented ideas to not only bring in math and art, but to tie in English and social studies lessons, as well.

Foster, once inspired by a dynamic science teacher, now provides her own inspiration for others. As Kyree comments, “If I was a teacher, I’d want to be like her. She pushes you, and she’s always there when you need someone to talk to. I can’t wait to come to class.”

The project itself has been an amalgamation of skills and subjects experienced by students in an entirely non-linear way. Both teachers and the Taft Museum staff are delighted with the students’ ability to apply concepts they learned. For, Kyree, the project has been an inspiration. “I thought I couldn’t do this,” she says. “I didn’t believe in myself. This makes me believe what I can do and see myself in it.”

With a name chosen, Matt moves his attention to marketing as he makes his last presentation to the class. “People in grocery stores make a buying decision in a very small period of time. Statistics say 1.5 seconds. So what will catch their attention? The name? Packaging? Color?”

As Matt wraps up, he looks around this room of newfound friends and wide-eyed entrepreneurs. His words become more deliberate.

“Coming here on a weekly basis has been the high point of my week,” he says. “You guys are doing real work. The concepts, the surveys, the analysis – you understand the whole part. I am wildly impressed. What you’ve done is pretty incredible.”

Matt then walks around the room, observing students as they discuss how to market their gelato at the upcoming school carnival. He wears a look of fatherly pride. The students, seemingly unaware of their impact on this gelato genius, excitedly share their marketing ideas.

Students got to taste the flavors they chose.

“IT’s definitely been rewarding watching them get behind this and stay behind it and seeing the gears turn in their heads,” he shares.

Sweet Taste of Success

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The following week, students create posters, Power Point promos, T-shirts, videos and blurbs for the carnival DJ to announce. James, Edgar, Sophie and Ava create T-shirts while simultaneously discussing ideas for their video promo. They shake Sharpie markers while pondering script for the video.

James confesses, “I can’t think of anything … I don’t know,” feeling the pressure of time running out. Then Ava says, “I think it ought to be about a race to the gelato.” James’s bright blue eyes widen, his body leans back, and with a drawn-out gasp he says … “Yeah!”

Kilgour students worked on posters to promote their new gelato flavor, Triple Chocolate Dare.

Coming full circle
Carnival day has arrived. It is a very chilly Saturday in May – not exactly an ideal day to sell gelato.

James, Edgar, Sophie and Ava work the first shift.

Posters were made by students for the Kilgour carnival using slogans they developed.

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“I can show you on your iPad,” she tells Annia. They look up visuals that depict color theory. After a brief conversation, Annia returns to her seat with a plan in mind about painting the inside of her tunnel.

“I’ve been dubious about the role of technology in art, but here we were able to look up warm and cool colors. I can have students look up Duncanson or the Taft Museum,” Morrisette says.

As she moved around the room, Morrisette stopped at Kyree’s desk to admire the cabin she was building.

Kyree savored the praise and gave Morrisette a small smile. What Morrisette didn’t realize is just how much her encouraging words meant.

As Kyree says, “I’m learning that I can accomplish more than I think. I feel like someone’s listening to me and knows what I’m reaching for. Everyone in this class is really going at it and showing pride in their work.”

Foster affirms the importance of Morrisette’s interaction with the students: “Having someone from the Taft Museum saying ‘you’re on the right track’ motivates students more. They hear the word ‘can’t’ so often; it’s good for them to hear the word ‘can.’”
According to the National Center for STEM Elementary Education, a third of students lose interest in science by the fourth grade. By eighth grade, almost 50 percent have lost interest.

To have organizations like the Taft Museum encourage STEM learning, blend it with art and capture the imagination of students like Kyree is precisely what the Straight A Fund project aims to achieve.

Morrisette, who firmly believes in the concept, routinely made the trip from the Taft Museum in downtown Cincinnati to College Hill to visit the classroom and engage the students about what they were learning and why they were doing the project.

"Art encourages creativity, and teaching creative arts makes us better mathematicians and scientists," Morrisette says.

Anna, a pretty, thin girl from Kyree’s Perspectives group, approaches Morrisette to show her the tunnel she has created using crisscrossing Popsicle sticks. She is painting her work and consults with Morrisette about which colors to use to maximize the illusion of depth.

"Do you know about warm and cool colors?" Morrisette asks Anna. As Anna nods her assent, Morrisette continues to explain, "Warm colors appear closer to the viewer and cool colors appear farther away." She presses her index fingers and thumbs together to make a "Art encourages creativity, and teaching creative arts makes us better mathematicians and scientists."
EDITOR'S NOTE: Triple Chocolate Dare arrived on grocery shelves in late June. Over the summer, the flavor was tracking in the top eight flavors Madison’s sells.

With each shift of students, the supply dwindles. The booth ran out of Triple Chocolate Dare at 4 p.m. with an hour left of carnival, selling nearly 500 containers. Seven weeks of dedication to the job, including working through some lunches, had paid off.

Edgar reflects, “It makes me feel like I’m the one who made this all happen. I kinda am. When I walk through stores and see Triple Chocolate Dare, I’ll think to myself, ‘Hey, I made that!’ ”

Matt relates well to this entrepreneurial pride and believes these 6th graders understand that the case assignment was bigger than just coming up with a new gelato flavor and name.

“People wanted what they had done,” he explains. “They respected and valued what they’d done and paid money for it. The students saw the gelato being sold and saw a piece of themselves in that.”

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Development of Confidence

At age 13, Kyree lives in Evanston, a residential, largely African-American neighborhood that has been part of Cincinnati since 1903. She lives with her parents and five siblings, who range in age from 6 to 17. Four other half-siblings live elsewhere. Her mom is a nurse and one of the most important people in her life. “I want to make my mom proud” is one of her chief goals in life.

Her dad, older sister, uncle and grandmother are others who have a big impact on her.

Kyree’s parents show support and ask her about her school work. Although reading and math are Kyree’s favorite subjects, science is growing on her. The Straight A Fund project with the Taft Museum is a big reason for this, and she speaks about it with enthusiasm. She is grateful to be part of this case-based learning project.

“They’re really leading us on the right path. Most of us can’t afford iPads or things they’ve given us. It’s a blessing.

“I was just telling one of my friends from another school that it’s more than just electronics or just art or just math or just science,” Kyree continues. “It’s one step further. This project has taught me about working as a team and about what I can accomplish.

“I’ve seen how much I’ve grown as a person from this project. This is creative for our brains. It gives us more ways to see things in life. It’s making me love science.”

Kyree and Annia learned about perspective as they created a three-dimensional house using a two-dimensional picture for reference.

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Kyree and Annia learned about perspective as they created a three-dimensional house using a two-dimensional picture for reference.

Story by Cindy Dodson
Gaining Perspective

Early in the project, Kyree, whom Foster appointed leader of the Perspectives group, selected a stack of wide Popsicle sticks and some glue from the science lab across the hall. She and other students also worked with paints, poster board, foam core and other materials for their various assignments.

Kyree looked at a photo of a cabin and considered how best to construct a 10” x 10” model of it. Her goal was to learn about linear, atmospheric and aerial perspective and post this information on the project web site being created by fellow group member Jameel.

Kyree and classmate Andrea worked together to build up the walls, patiently applying glue and stacking the sticks one at a time. They made steady progress, until they realized they had forgotten to create a door. So, they consulted with Foster and decided to remove some bottom pieces and reconfigure the structure.

Being a group leader was something new for Kyree. Undeniably a hard worker, she hadn’t always been the one selected to motivate other students. Plus, she hadn’t always been that excited by science.

Foster had watched Kyree blossom as the school year unfolded and culminated with the case-based project. “She was very quiet when I first met her,” Foster says of Kyree. “It was like pulling teeth to get her to do group work. She hated it.”

Kyree had gained new confidence working on a model-car-building project earlier in the year with a student who has learning disabilities. “All of a sudden, I noticed her talking in a gentle, calming voice with the other girl, showing her how to make wheels for a car. When her group’s car finished as one of the better cars on race day, Kyree gave me a look of pride like ‘I did it,’” Foster shares.

As leader of her Perspectives Group, Kyree exhibited a gentle respect for her group members. One can’t help but think she must be a kind nurturer to her younger siblings at home. She asked questions and made suggestions about what they could do or how they could stay on task. “I’ve learned a lot about time management,” she comments.

One young girl of medium height and build wears a cream-colored, ruffled blouse, casual hooded jacket and leggings. Her name is Kyree Boyd, and she doesn’t initially stand out amidst her colorfully garbed classmates in red dresses and purple shirts. Yet, she will soon be taking center stage to introduce her class’s 10-week partnership with the Taft Museum.

Excited and a bit nervous, 8th-grade students from Aiken New Tech School emerge into the bright sunlight from the yellow school bus parked in front of Cincinnati’s historical Taft Museum of Art. The dozen or so young African-Americans are dressed for a special occasion: young men in shirts and ties, and several young women in skirts or dresses.

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A wide smile brings out the beauty in Kyree’s face as she chats with president of the State Board of Education, Debe Terhar, about the project she is about to present. What she can’t sum up in casual conversation, however, is how much this project has fueled her interest in science and given her a greater appreciation of her own abilities.

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Over the next several weeks, students worked one or more days each week on the project. Foster acted primarily as facilitator, guiding the students without telling them what to do. “I gave them ideas, but they did it themselves. That’s where they learned. This assignment was the perfect way to get them thinking.”

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Getting the Big Picture

Hands-on Learning

Back at Aiken New Tech School, Foster and students began to tackle their project. The New Tech School is perfect training ground for case-based learning, with its teaching philosophy focused on hands-on application of new knowledge.

Tucked into a long-established residential street laced with grand old estates interspersed with modest homes, Aiken New Tech School embraces the modern world. Inside, its tall ceilings, wide hallways and shiny tile floors offer a sense of newness, space and light.

Foster’s science classroom is dominated by long, black, rectangular tables serving as desks for taking notes but, more importantly, providing ample space for the sometimes messy business of creating and experimenting.

Foster discussed objectives of the Duncanson mural case with her students and gave them a chance to apply for one of four groups she created to achieve their learning goals:

■ The Models Group worked with a math teacher to understand proportion and how to scale work to larger and smaller sizes. They built a three-dimensional model with five planes on a flat base and learned skills used by architects, graphic designers and engineers.

■ The Artist Group worked with an art teacher to learn about lighting and shading techniques, which they applied as they painted the model their classmates had created. Skills learned could help prepare them for careers in fine art, interior design or fashion design.

■ A Perspectives Group created a website and experimented with making structures to experience perspective. Skills they learned could point them in the direction of careers in web design, engineering, industrial design, computer technology, architecture and landscape design.

■ The Research Group investigated artist Robert Duncanson, interviewed various project participants and created a video that chronicled the project. They focused on skills applicable to video design, journalism, broadcasting and social sciences.

A student sketched a portion of the Duncanson mural as his part of the case project.

“Students see the value of what they are learning,” explains Foster. “They start to apply it to the real world.”

Conversation dwindles as students and a few small clusters of adults focus their attention on Lisa Morrisette, manager of school and docent programs at the Taft Museum. Morrisette describes her enjoyment in working with the Aiken students.

“This assignment was the perfect way to get them thinking.”

She made several trips to be with students in the Cincinnati Public Schools classroom as they grappled with transforming the subject matter of a two-dimensional landscape mural from the museum’s collection into a three-dimensional, free-standing work of art.

Aiken’s student presentation follows Morrisette’s introduction. A dynamic iMovie video blares dramatic music worthy of a “Raiders of the Lost Ark” movie trailer. The students’ quest, however, has been for knowledge and skills: 1) research on African-American artist Robert Duncanson, whose stunning landscapes teach valuable lessons on perspective and illusion, 2) understanding of size and proportion to make models of geometric shapes, 3) building and then painting — with proper light and shading — a three-dimensional representation of a mural, and 4) constructing structures and understanding concepts such as aerial, atmospheric and linear perspective.

Kyree steps to the front of the meeting room, her straight, black hair neatly parted to one side and large brown eyes scanning her audience. Following the enthusiastic applause for the iMovie she helped create, Kyree faces her most daunting challenge of the 10-week process: having all eyes focused on her as she puts into words the unique learning opportunity she and her classmates have experienced.

“We’re going to explore how the arts intersect with math and science.”

Lisae Morrisette of the Taft Museum of Art made several trips to be with students at Aiken New Tech as they did hands-on exploration of illusion and perspective based on a Robert Duncanson mural displayed at the museum.
Three short months ago, Kyree and most of her classmates hadn’t even heard of the Taft Museum of Art, much less visited there. During their first trip to the museum, they had been a little overwhelmed by the description Morrisette had given them of their case-based learning assignment. “Using one of our murals, we’re going to explore how the arts intersect with math and science,” she told them.

Morrisette had brought the class to the second-floor hallways of the house-museum to see the 6 ½ feet by 9 feet landscape murals on the walls. She and coworkers at the Taft thought Duncanson’s works powerfully demonstrated how the arts intersect with math and science by projecting pictorial space onto a flat surface.

“We are bombarded by 2D imagery that creates the illusion of 3D.” Morrisette pointed to a particular mural, noting how Duncanson had painted an ornate frame around a majestic woodland scene. The painted frame gives the illusion of dimension but is actually flat.

Morrisette, together with a mathematically minded co-worker and an art history intern, formulated the case study for Aiken students to create a three-dimensional model of the picture frame and landscape and then to photograph the model to make it a flat, two-dimensional work again. The case-based learning assignment challenged students to explore dimension, perspective and the creative merging of art with math and science.

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Merging Art with Science and Math

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Kyree and her fellow students follow science teacher Brandi Foster into a light-filled, cheerful room set up with round tables and a side buffet with fruits and mini muffins. The young people pause for refreshments and then seat themselves, some talking quietly but most focused on notes for their presentation, which they have worked toward for the last 10 weeks.
EDITOR’S NOTE: Triple Chocolate Dare arrived on grocery shelves in late June. Over the summer, the flavor was tracking in the top eight flavors Madison’s sells.

Triple Chocolate Dare was so popular at the carnival that the students ran out of gelato before the carnival was over.

With each shift of students, the supply dwindles. The booth ran out of Triple Chocolate Dare at 4 p.m. with an hour left of carnival, selling nearly 500 containers. Seven weeks of dedication to the job, including working through some lunches, had paid off.

Edgar reflects, “It makes me feel like I’m the one who made this all happen. I kinda am. When I walk through stores and see Triple Chocolate Dare, I’ll think to myself, ‘Hey, I made that!’ ”

Matt relates well to this entrepreneurial pride and believes these 6th graders understand that the case assignment was bigger than just coming up with a new gelato flavor and name.

“People wanted what they had done,” he explains. “They respected and valued what they’d done and paid money for it. The students saw the gelato being sold and saw a piece of themselves in that.”

“...this project... it’s making me love science.”

Developing Confidence

At age 13, Kyree lives in Evanston, a residential, largely African-American neighborhood that has been part of Cincinnati since 1903. She lives with her parents and five siblings, who range in age from 6 to 17. Four other half-siblings live elsewhere. Her mom is a nurse and one of the most important people in her life. “I want to make my mom proud” is one of her chief goals in life.

Her dad, older sister, uncle and grandmother are others who have a big impact on her.

Kyree’s parents show support and ask her about her school work. Although reading and math are Kyree’s favorite subjects, science is growing on her. The Straight A Fund project with the Taft Museum is a big reason for this, and she speaks about it with enthusiasm. She is grateful to be part of this case-based learning project.

“They’re really leading us on the right path. Most of us can’t afford iPads or things they’ve given us. It’s a blessing.

“I was just telling one of my friends from another school that it’s more than just electronics or just art or just math or just science,” Kyree continues. “It’s one step further. This project has taught me about working as a team and about what I can accomplish.

“I’ve seen how much I’ve grown as a person from this project. This is creative for our brains. It gives us more ways to see things in life. It’s making me love science.”

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Kyree and Annia learned about perspective as they created a three-dimensional house using a two-dimensional picture for reference.

Story by Cindy Dodson
According to the National Center for STEM Elementary Education, a third of students lose interest in science by the fourth grade. By eighth grade, almost 50 percent have lost interest.

To have organizations like the Taft Museum encourage STEM learning, blend it with art and capture the imagination of students like Kyree is precisely what the Straight A Fund project aims to achieve.

Morrisette, who firmly believes in the concept, routinely made the trip from the Taft Museum in downtown Cincinnati to College Hill to visit the classroom and engage the students about what they were learning and why they were doing the project.

“Art encourages creativity, and teaching creative arts makes us better mathematicians and scientists,” Morrisette says.

Anna, a pretty, thin girl from Kyree’s Perspectives group, approaches Morrisette to show her the tunnel she has created using crisscrossing Popsicle sticks. She is painting her work and consults with Morrisette about which colors to use to maximize the illusion of depth.

“Do you know about warm and cool colors?” Morrisette asks Anna. As Anna nods her assent, Morrisette continues to explain, “Warm colors appear closer to the viewer and cool colors appear farther away.” She presses her index fingers and thumbs together to make a 

Students got ready to sell their new gelato flavor for the first time at the Kilgour Carnival.

from 11 to 11:30 a.m., for their gelato booth. Proceeds from sales of the 4-ounce containers of their prized Triple Chocolate Dare will go to Kilgour. Pints of the new flavor will be sold in local grocery stores in summer, with partial proceeds benefitting Kilgour.

Sweet success. She likes it. Smiles fill the booth.

The new flavor is a hit among carnival guests. Matt is excited to share in the students’ success but gives them all the credit. “They did it,” he declares. “They did the work. I just gave them direction and helped boost their confidence.”

Students sold nearly 500 containers of their new gelato flavor at the carnival.

“Art encourages creativity, and teaching creative arts makes us better mathematicians and scientists.”
“Each week, I’ve been eager to see what they’ve come up with.”

The following week, students create posters, Power Point promos, T-shirts, videos and blurbs for the carnival DJ to announce. James, Edgar, Sophie and Ava create T-shirts while simultaneously discussing ideas for their video promo. They shake Sharpie markers while pondering script for the video.

James confesses, “I can’t think of anything … I don’t know,” feeling the pressure of time running out. Then Ava says, “I think it ought to be about a race to the gelato.” James’s bright blue eyes widen, his body leans back, and with a drawn-out gasp he says … “Yeah!”

Carnival day has arrived. It is a very chilly Saturday in May – not exactly an ideal day to sell gelato.

James, Edgar, Sophie and Ava work the first shift.

Kilgour students worked on posters to promote their new gelato flavor, Triple Chocolate Dare.

Posters were made by students for the Kilgour carnival using slogans they developed.

“Coming full circle”

“I’m learning that I can accomplish more than I think. I feel like someone’s listening to me and knows what I’m reaching for.”

Foster affirms the importance of Morrisette’s interaction with the students: “Having someone from the Taft Museum saying ‘you’re on the right track’ motivates students more. They hear the word ‘can’t’ so often; it’s good for them to hear the word ‘can.’”
Getting the Big Picture

From the moment she heard about the case-based learning opportunity in a teachers’ meeting, Foster realized the case study’s potential to engage students’ interest in a memorable way. She implemented ideas to not only bring in math and art, but to tie in English and social studies lessons, as well.

Foster, once inspired by a dynamic science teacher, now provides her own inspiration for others. As Kyree comments, “If I was a teacher, I’d want to be like her. She pushes you, and she’s always there when you need someone to talk to. I can’t wait to come to class.”

The project itself has been an amalgamation of skills and subjects experienced by students in an entirely non-linear way. Both teachers and the Taft Museum staff are delighted with the students’ ability to apply concepts they learned. For, Kyree, the project has been an inspiration. “I thought I couldn’t do this,” she says. This makes me believe what I can of my week,” he says. “You guys are doing real work. The concepts, the surveys, the analysis – you understand the whole part. I am wildly impressed. What you’ve done is pretty incredible.”

Matt then walks around the room, observing students as they discuss how to market their gelato at the upcoming school carnival. He wears a look of fatherly pride. The students, seemingly unaware of their impact on this gelato genius, excitedly share their marketing ideas.

With a name chosen, Matt moves his attention to marketing as he makes his last presentation to the class. “People in grocery stores make a buying decision in a very small period of time. Statistics say 1.5 seconds. So what will catch their attention? The name? Packaging? Color?”

As Matt wraps up, he looks around this room of newfound friends and wide-eyed entrepreneurs. His words become more deliberate.

“Coming here on a weekly basis has been the high point of my week.”

Business owner Matt Madison offered parting words during his final class visit: “Coming here on a weekly basis has been the high point of my week.”
Sweet Taste of Success

And the winner is …

The gelato case gains momentum during the next class as the students turn to brainstorming a name for the winning flavor – chocolate base with chocolate pieces and brownie bits. Potential names fly across the room and onto the chalkboard. Matt stands in the back of the room, chin in hand, nodding in approval.

The class narrows the names through another survey. At the next class, they’re ready for a winner. As some students hear their suggestion being discussed at another table, they pump their fists in excitement.

Matt enjoys the creative energy. “This is really genuine. I can feel their energy.”

The winning name – Triple Chocolate Dare – won by one vote and beat out contenders such as Mustang Blitz and Lots of Choco.

Sophie comments, “I’ve liked seeing it go from like a hundred names to one and how we each got to come up with something on the list.”

Ava is starting to see it all come together. “We’re helping a real business, and it’s not play money with a fake business where if anything goes wrong, it’s not real.”

Morrisette comments, “It was exciting to visit the classroom and see your energy. You’ve given me a new way to view the Duncanson murals.”

Staff members and students make a final trip up to the second floor to view paintings and the mural that has occupied their minds and hands for the past 10 weeks.

As they complete their final presentation at the Taft Museum, the students talk one by one about lessons learned and accomplishments achieved. They present their three-dimensional model and show the two-dimensional photo of that model on the movie screen at the front of the room. Their mission has been accomplished.

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The Joy of Discovery
Students - and teachers - in Milford learn lessons beyond science

They watched and waited. A single drop of water on a piece of fabric held their attention. Never before had a drop of water been so interesting to these young 3M scientists. They stared. They chatted. They waited. Eyes fixed and frozen in curiosity on the fabric before them.

The pressure was on. They had to pay close attention while executing this water droplet experiment, which would yield data on the fabric’s absorption rate. After all, they were expected to present their findings to management within a few weeks.

But this is not any ordinary group of scientists. They are 6th graders at Meadowview Elementary in Milford who took on a case that had them testing the absorption rate of fabrics manufactured by 3M.

Often, he stoops to table level to better connect with his inquisitive students. With a smooth, calming voice he asks one table, “What were your Oreo and cheesecake prices?”

Know the cost of gas, how many lawns per gallon and what to charge.” It’s a flurry of activity as students begin creating spreadsheets with their iPads. To some, the work is familiar since they had studied unit rates earlier in the school year.

The students appreciate Matt’s help as he walks around the classroom answering questions. "What were your Oreo and cheesecake prices?"

Nodding in approval upon viewing the spreadsheet, he says, “I’m really impressed. You guys have done a good job with that."

It’s a different story at another table attempting to calculate the cost for 25 pounds of marshmallows instead of the correct 2.5 pounds. Matt smiles and says, “Well, does that sound logical? That would be a lot of marshmallows!”

His approach is much like the one he takes with his own children. “I’m always looking for teachable moments,” he says, noting how he often reminds his own kids to apply logic when evaluating problems.

For Sophie, today’s task has challenged her. “This part has been hard, but Mr. Madison is helping us.”

Ava agrees the work has been challenging, but offers, “It’s knowing we can adapt. We know more and how to face challenges.”

Meanwhile, Edgar enjoys working the numbers and learning which flavors will yield the highest and lowest profit margins. “This is giving us real experience and to know what’s it like to be an entrepreneur. It feels good because we are helping Madison’s be successful.”

”What excites me is that the students are able to process these concepts. It’s great observing them and seeing some “ah-ha” moments, especially when they’re interpreting data.”

Sweet Taste of Success

Students - and teachers - in Milford learn lessons beyond science

They watched and waited. A single drop of water on a piece of fabric held their attention. Never before had a drop of water been so interesting to these young 3M scientists. They stared. They chatted. They waited. Eyes fixed and frozen in curiosity on the fabric before them.

The pressure was on. They had to pay close attention while executing this water droplet experiment, which would yield data on the fabric’s absorption rate. After all, they were expected to present their findings to management within a few weeks.

But this is not any ordinary group of scientists. They are 6th graders at Meadowview Elementary, one of six elementary schools within the Ridgeview Elementary in Milford who took on a case that had them testing the absorption rate of fabrics manufactured by 3M.

"This is giving us real experience."

"What excites me is that the students are able to process these concepts. It’s great observing them and seeing some “ah-ha” moments, especially when they’re interpreting data."

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Meadowview Elementary’s charge was to test, identify and rank optimal moisture-wicking fabrics for joint and muscle support wraps manufactured by 3M, a Minnesota-based manufacturer with a facility in Milford. Their results would help 3M determine the best fabrics at the lowest possible cost. Their “supervisors” were Meadowview teachers Charles Smith and Cassie Dorl, who have collaborated for four years in a team-teaching approach, often joining their classrooms together for special projects. Researching the ability of fabrics to keep the skin dry was not on their radar earlier this spring. They had planned to study rocks and minerals and eventually the characteristics of life and cells. But their plans had to change to take advantage of the opportunity with 3M.

“Companies work very hard to get information and data to help them decide things. You guys are doing that. This is the real thing.” Matt then reads from an industry magazine called The Dipper, his voice authoritative yet soothing. The magazine article featured a survey for the most popular ice cream flavor for summer 2013 – vanilla chocolate/caramel crunch. The students go to work to brainstorm flavor combinations. A constant chatter consumes the classroom. Words like “what if” and “we could” bounce from every table like silver balls in a pinball machine. One student gets so excited that she jumps from her chair, blurtout her idea.

The following week, students shift gears and engage in a challenging cost analysis for their top seven flavor ideas and accompanying ingredients. Stephanie discusses terms like variable cost, unit cost and gross profit margin.

Matt continues to give context to what the students are doing. “It’s like if you were starting a lawn business. You’d need to...
the face was a case outline that provided limited
guidance to teachers, letting
them shape the project to the
meet their learning
objectives and classroom
dynamics. The two teachers
felt uncertainty initially
since the project was so
open ended.

Cassie recalls, “We really
decided … that we needed to
just jump in and make this
project work. We weren’t
okay with doing it half way.”

Charles adds, “We liked the
concept. We just weren’t
clear on expectations. So we
decided we would make this
our own.”

What kept them motivated
and moving forward was
their shared passion for
doing what’s best for their
students. “Once we sat down
and really decided what we
envisioned and then figured
out what we thought would
help the kids, we were able
to start creating a plan,” he
says.

Little did they know … this
business case would unleash
a type of learning that knew
no boundaries. Little did they
know … their shared
passion would play out so
meaningfully, for the
students, and for them.

Team teaching

Because of their
collaborative approach,
these Cincinnati natives took
comfort in relying on each
other to create a successful
experience for their
students. Four years of
shared teaching philosophies
fueled their success.

“I expect a great deal from
my students,” Cassie notes.
“Charles and I have very
similar philosophies here. I
do not reward students for
doing the bare minimum.”

Charles tells students from
day one that, in the end, it’s
not the grade that matters.
“They are rewarded for their
effort, and doing the bare
minimum is not ‘A’ quality
work. Tests do not reflect
ability or aptitude. Effort
does.”

This tough-love approach
was nurtured early in both
Charles and Cassie. Charles
says his kindergarten teacher
was his biggest role model.
He recalls her mantra of
“High expectations equal
high achievement.”

Cassie says her best teachers
were always the toughest
teachers. “They were the
ones who expected the most
from you and made you do
more than you ever thought
possible of yourself.”

You would think their well-
seasoned teaching
philosophies took many
decades to blossom. But
Meadowview is Cassie’s first
teaching position after
graduating from the
University of Cincinnati in
2010 with a degree in

Ava, the group’s research
manager, feels pressure with
the challenge before her.

“I’ve felt pressure and fun at
the same time,” she says.
“You know, finding a flavor
someone likes.”

During the next class, the
groups go out and survey
the school. Each group
covers a grade level. Edgar
recalls his interaction with a
4th grader.

“He sat there scratching his
head like it was the most
serious thing in the world.”
A week later, they compile
their findings into Survey
Monkey, pulling out their
iPads and reviewing data
ranging from students’
favorite toppings to their
preference for vanilla or
chocolate. It’s math. It’s
statistics. And it’s data
interpretation all rolled into
one. The iPads were paid for
with the Ohio Straight A
Fund grant.
It’s time to make sense of
the research. Their teacher,
Stephanie, instructs, “I’m
going to let you guys go
through the data and figure
it out. You’re smart enough.”

She relates, “I believe in the
constructivist theory.
Children will build their
own knowledge. This is the
way I like to teach.”

Data analysts from each
group stand up at their tables
and report on their grade’s
findings. “What trends are
you starting to see emerge?”
Stephanie asks. Answers
include, “They like sweet
more than sour,” and “I heard
brownies mentioned a lot.”
We’re learning all these new skills to prepare us for real-world problems. What we’re doing here is real.

During the first few sessions of the case, students submitted applications for management positions and began research for a consumer survey. Sophie even called another local gelato business. “I’ve gained confidence in talking to people,” she shares.

The business titles serve to give the students another taste of the real world. As for Matt’s title, well, you won’t hear him answer to president or CEO. But he will release a humble smile when his merchant customers refer to him as the Gelato Guy.

Kicking off such an endeavor has been a bit overwhelming, admits the students’ teacher, Stephanie Bisher. “The challenge for teachers is that we’re not business people,” she explains. “So having a community partner is key. Matt gave me an outline of what his company would do when developing a new flavor, and we put it into the level and language 6th graders could understand.”

Vanilla or Chocolate?
Matt has attended all seven Wednesday sessions of the case. “This wasn’t something where I could sit back passively.” It’s worked.

Each Wednesday, students eagerly await the moment of the class where Matt walks to the front of the classroom in a slow, easy gait and shares how what they’re doing is what he and his staff do when developing a new flavor.

It’s the second session and Matt guides the students, telling them, “What kinds of things do we need to know from customers to develop a new flavor?” After lively classroom participation, research managers from each four-member group get to work, compiling survey questions for the entire elementary school – their target market for the new flavor. They even work through lunch to get it done.

Middle Childhood Education.
With no children of her own, Cassie’s experience with children has been all on the job.

Charles came to Meadowview five years ago after teaching seven years at Loveland Baptist School. He received his degree in Elementary Education in 2000 from Miami University in Oxford. He is married with two boys, ages 6 and 9.

Data from the research at Meadowview was analyzed using Chromebooks purchased through the Straight A Fund grant.

A different type of assignment
The students received their assignment in a non-traditional way – from a 3M engineer and Human Resources Manager Don Barnes.

“3M is focused on innovation,” Don notes. “We need more engineers and scientists. This partnership is all tied into STEM. It’s awesome.”

The students quickly grasped that this was a very different type of assignment. Many important-looking people attended the kick-off with 3M. They felt special. Simultaneously, they felt uncomfortable when they heard they were expected to present their findings to 3M in 10 weeks. Yes, a presentation!

“You could see it in their faces,” Charles recalls. “When they were told they’d be creating presentations, the kids thought, ‘With what?’ ”

When they returned to the classroom, Charles and Cassie eased their concerns. “We presented this project to students as a privilege and challenge,” Charles explains. Both graduate students at Miami University, they also created tools to complement the case, such as a graphic organizer, which they shared with the five other participating Milford elementary schools.

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“Overall, they really jumped right into it and took the challenge. They enjoyed the idea that a company was asking them for help with a real problem that needed a solution.”
Sweet Taste of Success

During his first class visit, Matt made sure his new product development team understood his product by explaining the differences between ice cream and gelato. Gelato has lower butterfat and calories. It’s also slow churned, which means it has less air whipped into it, yielding a creamier, denser texture that often results in more intense flavors.

Matt grew up in College Hill and has fond memories of riding his bike with his brother to the local ice cream store. “Ice cream offers a bit of nostalgia to people,” he contends. “I would hope Madisono’s would have that same effect.”

Since 2007, Matt has worked to make Madisono’s Gelato a Cincinnati tradition. The small-batch gelato business in Glendale’s historic Village Square is a spin-off of Madison’s at Findlay Market, a fresh produce business his parents started in 1996.

In the classroom, the group’s marketing manager, Kilgour, enthusiastically confesses, “Wednesdays are my favorite days! I really like how we’re working with someone who works in the real world.”

Her classmate, Edgar, the group’s data analyst, shares a more academic view.

The Joy of Discovery

One student recalls, “It made me feel pretty cool that 3M picked us for this.” Another notes, “I gained a better appreciation of what real professionals do and the importance of working together as a team to get things done.”

Go find that out

Students felt new stress the following Tuesday when Charles and Cassie asked them to research 3M using their graphic organizer tool. After one student approached Charles to ask about the purpose of 3M, he responded, “I don’t know. That’s a good question. Go find that out.”

The students began to realize this was not their typical classroom experience where they received an assignment, completed it and received a grade. This experience was different and would occupy their science class throughout the end of the school year. But they trusted their teachers. They began to relax within this awkward yet refreshing environment of independence and self-directed discovery.

Charles explains, “This was to help them understand this real-life customer rather than spelling it out for them. If they have to discover it on their own, they will better remember it.” He adds, “We always talk about how this generation has more access to knowledge, yet they possess less knowledge.”

Milford Schools Superintendent Robert Farrell has been a fan of the

Students had to carefully measure the distance of water absorption.

Cassie Dorl guided students through the experiments as they tested the fabrics from 3M.
Learning by doing

It all began in March, when Matt, a thin, 6-foot-tall, 40-something local business owner, entered this Cincinnati Public Schools elementary classroom wearing a red and white chef’s jacket.

“I wear the jacket to reinforce with them how this is real,” he asserts. “I’m a real business. I want to sell more gelato.”

It’s this partnering of local business with classrooms that provides the often-absent relatability in learning. Kilgour was one of 18 Greater Cincinnati schools in 2014 given this unique case-based learning opportunity through a $1.1 million grant from the Ohio Straight A Fund.

The grant promotes a Harvard-influenced learning model that aims to increase student awareness and interest in science, technology, engineering and math (STEM) fields.

It appears Matt has landed in the right place for giving back. Science and teaching are in his blood. His father was a product research chemist; his mother, a teacher.

From the beginning, Matt did not have to worry about gaining the interest of students. They were more eager to help. Perhaps it was the lure of gelato. How can kids not get excited about the cool stuff?

case-based learning model from the start. “Our students learn theories and concepts, but the relevance is missing. Here’s a real-life problem they get to work on with a real-life company. It’s fun for them, and they’re beginning to see how learning is relevant and they ‘get it’ and how it can help them in the future.”

The dynamic teaching duo stood firm in their “go find that out” game plan. However, according to Cassie, it was not without growing pains.

“It was hard for me to watch the students become frustrated. As a teacher, I wanted to help them. It took a lot for me to realize that in allowing them to be frustrated, I was helping them. Ultimately, I was helping them more, because they were figuring it out for themselves, growing in confidence and realizing they have ways to find the answers.”

Charles refers to the proverb of teaching a man to fish. “Dependence is nurtured if we are not careful,” he contends. “It takes a mindset that it’s okay to not always help your students by giving them answers. They need to become learners, not just students.”

For the students, there was freedom in knowing there were no right or wrong answers. Dr. Farrell refers to this as inquiry learning and would like to see education move more rapidly toward this environment. “It’s not one solution to something, no one right answer. It’s about gathering data and figuring it out. We’re moving more toward inquiry learning. Something like this is a great way to help us move in this direction.”
The three-member groups of students dug into their research and began filling out their graphic organizers.

“I bet they make lots of money because they give the products to a lot of stores,” one student revealed. “What do they sell?” chimed in another.

“They sell in the manufacturing industry,” blurted a teammate. “I’m going to look up the definition of wicking,” announced a student at a nearby table.

The children’s eyes widen in delight as the sweet, refreshing gelato hits their tongues. A steady tapping ensues as spoons hit the bottoms of tiny, plastic taste cups. Lips smack with every last drop. Tongues linger on empty spoons. Dreamy-eyed students are content with this new gelato flavor.

But it’s the moment of truth for these students at Kilgour Elementary, located in Cincinnati’s Mt. Lookout neighborhood and serving grades K through 6. They spent the previous five weeks of their Wednesday math class assisting Matt Madison, the owner of his family’s Madisono’s Gelato, in developing a new gelato flavor for the summer.

It’s the end of April, and the Kilgour school carnival – where the new flavor will debut – is just a few weeks away. Will people want to buy it?

“We like it, but what if Ohio doesn’t like the flavor?” questions James, a highly social student who assists his four-member group as production manager for this real-life business case.

“What if we’re wrong?”

So goes another day in Ms. Bisher’s 6th-grade math class.

Part of the research included observing fabrics they soon would be testing – a critical part of the Scientific Method they had studied earlier in the year and would be applying in this case as well.

Hands rested on heads as if to aid the brain. Pencils flew across notebooks. Mouths turned sideways in deep thought. Eagle eyes landed on fabric swatches to eke out every possible observation. Some students even put their noses to the fabric, utilizing yet another sense.

Whispers of discussion ramped up at each table. Ponytails flipped side to side as students looked back and forth from fabric to pen and paper, feverishly capturing their observations. The room was alive with the sights and sounds of discovery.

Transformative freedom

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NKU benefits from the community outreach, Rider says. “We’re meeting a lot of kids who might come here for college. Plus, working with K through 12 is beneficial to the region as a whole. It’s a win all around.”

Final products will be sold on the Google Play Market and Apple’s iTunes, and revenue will go back to the individual schools.

“App development is a fun way to introduce computer science to young students. We briefly touched on business informatics to sell apps. It introduces a different side of STEM concepts,” Rider says.

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Charles and Cassie guided their young scientists in discovering varied Google tools available at the tips of their fingers through their own personal Chromebooks, which were funded by the state grant. From Google Docs to Google Presentations, students discovered a whole new world of resources available to them.

The teachers strolled around the room, observing and providing guidance. “Did you share a folder yet?” Charles asked one group. He had previously recommended Google Drive to the students so all team members would receive instant, fluid communication on the group’s progress each week.

Charles and Cassie became more like coaches – a role they both connect to, attributing coaching as one of their reasons for going into teaching. Charles coached junior high basketball and volleyball during college. Cassie has been coaching a multi-age swim team at the Blue Ash YMCA for about five years.

They encouraged students yet also expected them to sweat out the unknowns and dig a little deeper into their abilities. They were not teaching to a test. The case already had been matched up to Ohio’s New Learning Standards. They were facilitating learning, which pleased them since it’s one of their preferred approaches to teaching.

Cassie notes, “Though this is a more and more common part of our classrooms, this case was the most extreme example yet to take place.”

Then a strange thing happened. The project began to take on a life of its own, filled with the energy of enthusiastic students thriving in an environment of inquiry and gentle guidance. Their classroom environment was transforming.

Charles shares, “This whole process made some students step up. As they’d look at a table next to them, they were like, ‘I want to be doing what they’re doing.’”

Students soon became accustomed to relying on one another rather than going straight to their teachers. “As students saw problems, they first came to us, but quickly realized we didn’t run the experiment and could not tell them what happened,” Cassie explains. “By the end of the case, students were much better at asking peers before they came to us for help.”

Students soon became accustomed to relying on one another rather than going straight to their teachers.
Putting a name to it

Charles and Cassie knew they could make this classroom experience even more authentic if they assigned job titles. So they wrote job descriptions for three roles – Team Leader, Communications Officer and Data Analyst. They shared this document with the other Milford 6th grade classes as well.

Cassie says, “Students were able to relate personal experiences – jobs their parents have – to this project. Many were able to relate to the idea of a project that would be reported to a boss.”

She told the students, “Every person has been assigned a role for the group they’re in. Responsibilities are not limited to what’s listed on the page. Use each person’s strengths to create the best outcome for your group.”

Charles notes how they put into leadership roles students who might not normally be leaders. “It gave kids the opportunity to do well in a place they could do well.”

It gave them a chance to shine, to discover their leadership potential.

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It gave them a chance to shine, to discover their leadership potential.

And that leadership opportunity became a learning opportunity. The teachers dedicated a few classes a week to the case. Cassie notes, “We stressed to the students how important it was to be there for their team on these days and how you can’t just not come to school because you don’t feel like it. … Just like in the real world, you can’t just decide to not show up one day.”

Charles adds, “We set high standards in our class each and every day, and our students know this.”

The students took it seriously. “I’m the Team Leader,” professed a student in one group. “I have to make sure you guys are ready.” The same group’s data analyst announced, “I’m the one who creates the forms.”

“I’m the Team Leader,” “Is your email William or Will,” asked the group’s Communications Officer, who was setting up Google Drive emails. “Do you know how to do Power Point?” asked the Team Leader of the Communications Officer. Tensions still were running high regarding the group’s looming presentation to 3M.

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Teachers narrowed down the selections and students took a final vote. Each app idea follows the theme of a case study:

Hyde Park Elementary, which helped create a new kids’ cake for BonBonerie Bakery, will have a tower defense game, where the game player will try to prevent ants from getting to sweet treats.

Rothenberg Preparatory Academy worked with the Cincinnati Symphony Orchestra and proposed a take off of Mario Kart using animals, musical instruments and CSO’s “Carnival of Animals” symphony as background music.

Milford Exempted Village Schools, who worked with the 3M Company, will have a game with water droplets falling from the top of the screen, and the player has to use different types of 3M fabrics to collect the drops.

Rider has staff members, student programmers and student graphic designers creating 18 apps. Development takes about three to four weeks per app. The Straight A Fund grant pays for the students’ time.
Testing hypotheses

Eventually, hypotheses were made. Questions were asked. What effect would each fabric have on the skin? Does a thicker fabric absorb better? Students discussed the materials they would need for the experiment.

The day of the experiment came, and students were anxious to test their hypotheses. They tested absorption (wicking), water spread and water migration (transfer of water from one side of fabric to the other.) They created dot plot diagrams and calculated means and medians.

Students’ expectations shattered with some of the fabrics. They believed a thicker fabric would absorb more. They were not expecting it to spread so much. Charles referenced how with project-based learning, he always knew the outcome of an experiment and would hold back on the knowledge until the students could arrive at the answer.

“I had no idea what they would see with this experiment,” he recalls.

Don from 3M notes, “We test materials three to five times. The students provided more test measurements for us, making our data and results more reliable.”

After they analyzed and documented their experiments, the students turned their energies toward their presentations to 3M management. Oddly enough, some of the trepidation they previously felt had faded. Cassie explains, “Every week was a new adventure.
for us with this project. By the end of each stage, we felt pretty good with the products from our kids.” And the students gained confidence too.

During their experiments, students were told they needed to take photos, but they were not instructed how to incorporate the photos into their presentation. Some made flipagrams using an iPhone app that creates short videos from photos.

“That may have been my favorite moment,” Cassie declares. “I was taken back because we hadn’t told them to do it. They just did it!” That independence would pay off for students.

Soon it was May 28 and time for the presentation. Don from 3M visited Meadowview, as he’d done with the five other participating Milford schools, to learn what the students had discovered.

“What they did in the short amount of time was impressive. We walked away from the presentations with a double thumbs up.” Don notes how 3M would easily partner with the schools again.

“We were all in for this. It helps kids learn. It helps the school district. Eighty-five to 90 percent of the driving force for us is helping the learning process expand for these kids.”

The Meadowview teachers saw that students gained confidence through the case project and took the initiative without asking for help on each step.

The Joy of Discovery

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The project. In addition, the schools will sell apps based on their case, with revenue going back to each school.

Project goals are to make the case studies reproducible and available for purchase so other school districts can implement their own case-based learning projects.

Dr. Robert Farrell, superintendent of Milford schools, enthusiastically endorses the case-based learning process. “Our students have learned general concepts, and here’s the real-life problem they get to work on with a real company. The students gather data and figure things out. We’re moving toward inquiry learning, and this is a great way to bring the community into the classroom and engage students.”

He plans to bring case-based learning to other grades in his school district.

Participating business people, teachers and students wholeheartedly agree that the case-based learning approach in this grant project help students analyze a problem and think through a solution – an important skill that will help them in school and careers.

Bringing Learning to Life

Students at Cincinnati’s Kilgour Elementary used their iPads to analyze survey data from the school and conduct research to create a new gelato flavor for Madison’s Gelato.
“Educators are preparing kids for workplace readiness, and STEM occupations are projected to grow 27 percent over the next 10 years, according to Cincinnati’s 2020 Jobs Outlook Report,” she says.

Schlueter notes that this is the first time case-based learning has been introduced into the curriculum of public elementary and middle schools. A graduate of Harvard Business School (a case-based learning Mecca), Schlueter facilitated a pilot program at Kilgour Elementary in 2012 that offered promising academic achievement and spurred interest in continuing the project.

Teachers for the 2014 program had considerable input on the case studies. Each school received funds for an iPad or similar tablet for students participating in

Charles observed that the case supported their teaching philosophy of collaborating to do what’s best for the students.

“We are more powerful when we collaborate,” he asserts. “If we’re always doing what’s right for the kids, then we’re always doing what’s right.”

Cassie agreed, revealing her own journey of discovery. “I’m glad the kids experienced this,” she professes. “They even taught us along the way. They’re capable of more than we thought, and they can be very creative.”

Milford teacher Cassie Dorf guided 6th-grade students in her science class at Meadowview Elementary, which tested fabrics for 3M.

American students have decided they are not interested in pursuing studies in science.”

Mary Welsh Schlueter, CEO of the Partnership for Innovation in Education, said she believes that teachers who gain experience in case-based learning will do a better job preparing students for the workplace.

The active engagement of students helps them to see the sciences as interesting and something they can master,” says Andrew Benson, Founder and Executive Director of Smarter Schools, a Cincinnati non-profit that partnered on the Straight A Fund grant. “By the 8th grade, nearly half of engineering and math (STEM) fields through case-based learning.

Typically, the case method places students in an active, decision-making role. The case presents facts and context but relies on the student to actively pursue a solution, with the teacher serving as facilitator and guide.

“The active engagement of students helps them to see the sciences as interesting and something they can master,” says Andrew Benson, Founder and Executive Director of Smarter Schools, a Cincinnati non-profit that partnered on the Straight A Fund grant. “By the 8th grade, nearly half of American students have decided they are not interested in pursuing studies in science.”

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Story by Cindy Dodson
Bringing Learning to Life

Straight A Grant Funds Case-Based Learning for 18 Greater Cincinnati Schools

Create a new gelato flavor. Evaluate a city’s readiness to host the Olympic Games. Find a better moisture-absorbing fabric for athletic braces.

When businesses, students and teachers come together to solve real-life challenges, the possibilities for learning are unlimited.

That’s the thinking that brought together businesses and non-profit organizations with Cincinnati Public Schools and Milford Exempted Village Schools for case-based learning projects in 2014.

Eighteen classes between the two districts were paired with a company or non-profit organization and given a case-based learning problem to solve. For Kilgour Elementary School, the delicious challenge was working with Madisono’s Gelato to create a new gelato flavor. Other schools compared organic with non-organic produce, sought ways to effectively pair mentors with young adults just out of foster care, or explored illusions and perspectives of art.

At the conclusion of each project, the Northern Kentucky University Center for Applied Informatics collaborated with students to create a software app game closely linked to the subject matter of their case study. (See sidebar on page 5.)

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Smarter Schools
P.O. Box 43401
Cincinnati, Ohio 45243
Telephone: (513) 313-5109
www.smarterschools.net

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Editor: Andrew Benson
Photography: Tim O’Brien
Design: Coyote Creative
Bringing Learning to Life
Case-based learning project in Cincinnati connects kids with STEM careers
Marketing Update

Attachment I

December, 2017
Northern KY
Agenda

- Purpose of Meeting
- Basis for Interest
- Our Plan Overview
- Background
  - Our Actions to date
  - Current legislation
- Our Vision
- Discussion
- The Way Forward
Basis for Interest

Why are we doing this?

- We cherish our Northern Kentucky urban neighborhoods for living, working and playing . . . but . . . .
- Many families are not able to easily find the right choice for them to educate their children
Our Plan

What are we working toward?

- A public, not-for-profit, K-8*, NKY urban community school with a diverse learner population
- A partner that co-exists in a complementary manner with the other public education institutions
- A teacher-driven, high expectations school that uses a differentiated approach to learning

* K-8 – starting with K-5 (in 2018 or 2019) and then adding 1 grade each year.
Our Actions

- Nov 2016 – Developed & Assessed the idea:
  - First Community Meeting
  - Formation of the RCA Core Team
  - Developed a Master Plan

- Nov through March – focused on legislation:
  - Communicated with over 40 legislators and multiple interested parties

- April 2017 to today:
  - Developed a research-based mission and school outline
  - Engaged with over 100 Citizens (Community meeting in May & individual discussions)
  - Met with 5 highly successful charter schools, 2 management organizations, 1 Education consultant and multiple locally interested parties
  - Met with all 6 Superintendents in the River Cities School districts
  - Read, research, meet, read, research, meet … Repeat …
Current Legislation (HB520 & HB471)

- Legislation for charter schools has been approved and promulgation should be completed by February ‘18
- The needs for Northern Kentucky have been taken into account:
  - Allows for a “Regional Achievement Zone” in Kenton and Campbell Counties, enabling students to cross city, district and county lines to attend RCA
  - Requires authorization from a Local School Board within the Regional Achievement Zone
  - Allows funding to move within the “Regional Achievement Zone”, although permanent funding legislation will happen in 2018 session (HB471 temporary language expires June 2018)

CONCLUSION: The opportunity has opened to create a school to fit the educational needs and passions of families who live in our urban neighborhoods
School Vision

MISSION
To realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character
School Vision

OUTCOME OBJECTIVES

- To narrow the gap between high-achieving and at-risk kids
- Graduate high academic achievers via high academic expectations
- Prepare students for an uncertain digital future through Social and Emotional learning
School Vision

PEACEFULLY CO-EXIST

- Regional attendance, drawing from multiple districts
- Differentiated approach to learning
- Openly sharing information
School Vision

GOVERNANCE

- A Teacher-Powered School
  - Greater autonomy in course design and execution
  - Involved in governing decisions
  - Teachers have the freedom to create and adjust programs that work best based on their knowledge of each student
School Vision

CURRICULUM APPROACH

- Experiential Learning featuring the Case-Method
  - Case-Method drives engagement and practical application of lessons
  - Case-Method deepens community involvement
  - Case-Method develops critical thinking
- Multi-Age learning groups (Student-Centered Learning)
- Extended learning and coaching time
- Integrated social and emotional learning
- Multiple literacies in science, art, personal finance, civics, communication and technology

Putting Life in Learning
School Vision

- **What is Experiential Learning?**
  - A *discovery-based* learning approach that uses a mix of collaborative exploration, project-based learning and the Case-Method.
  - It allows learners to **learn by doing** in both group and individual settings.
  - Uses **immersive sites** (i.e. full term off campus at learning establishments such as zoo, museum, farm; maker spaces, etc.)
School Vision

- **What is Student-Centered Learning (Multi-Age Learning Groups)?**
  - A system that places learners together by multiple age bands, enabling movement within the band to ensure each child is learning at their own pace, faster in some cases, slower in others, but always mastering each topic.
  - Taught and grouped by similar learning needs and abilities rather than grade level curriculum
  - Personalized learning approach
  - In this environment, teachers are given more freedom to adjust to the needs of the learners
School Vision

- **What is Extended Learning and Coaching Time?**
  - We will have longer days (8:00-4:30) and a longer year (190 vs KY minimum of 170 days). By the time a learner leaves RCA at 8th Grade, they will have accumulated an extra 1.5 to 2.2 years of learning versus the traditional approach.
  - Extended coaching means that teachers are expected to be available beyond regular school hours.
  - It is expected and second nature that each RCA graduate will continue to post-secondary education (either academic or vocational/technical).
  - We envision a school that does not give Homework. Individual work can be done on-site at the “Homework Café” during school hours. Coaching and mentor help will be available for all learners.
School Vision

- **What are Social and Emotional Skills?**
  - Skills that set us apart from robots: a set of skills and character traits that will allow our learners to adapt to the transforming economy.
  - Learners will become desirable citizens with strong character and adaptable skills such as collaboration, creativity, communication and problem solving.
  - Skills that include the expression and management of emotions and the ability to establish positive and rewarding relationships with others.
  - Key tools to teach social and emotional skills will be cooperative work, peer to peer mentoring/teaching, discussion and problem solving.
School Vision

CULTURE
- A practical approach to learning – grounded in the real-world
- Stable, welcoming environment for all, and especially, at-risk kids
- Quality physical activity incorporated into the daily routine
- Community Engagement (e.g., Farm to School program/relationships)
- Students and teachers who like school

*Putting Life in Learning*
School Vision - Summary

What makes us different?

- Experiential learning approach (incl Case- Method)
- Multi-Age learning groups (Student-Centered Learning)
- Extended learning and coaching time
- Integrated social and emotional learning
- A Teacher-Powered School
School Vision - Summary

What makes us similar?

- Core literacies of reading, writing and arithmetic will be mastered by all of our learners
- We are motivated by the advancement of children, not by profit
- We will be measured by the same standardized tests as other public schools in KY (plus additional testing)
- Extra curricular activities will be available to all children
- Technology will be used as a partner to learning, not as a substitute
- All days will be governed by a clear and structured routine
Equity Pyramid

MISSION
To realize the full potential of young minds through experiential learning with high expectations for excellence in academics and character

WHAT WE ARE
River Cities Academy is a K-8, high expectations, no excuses, urban community school operating in Northern Kentucky

HOW WE DIFFER
Experiential learning
Multi-aged learning groups
Extended learning + coaching: Longer days and longer school year
Integrated social & academic teaching
Teacher-powered school

HOW WE ARE THE SAME
Clear daily structure and routine
Public, not-for-profit school: motivated by advancement of children
Extra-curricular activities for all students
Accountable to standardized state testing
Core literacies of reading, writing and math

Putting Life in Learning
Operating Cost Overview

- Public Funding Estimate: 60 to 70% of other public schools
- Annual Budget – from $2,200,000 to $3,500,000
  - Shortfall from $400,000 to $900,000
- Start Up Costs:
  - Pre Authorization - $320,000 (unfunded)
    • Initial Staff, Set-up
  - Post Authorization - $310,000 (Fund via Grants & Fundraising)
    • Curriculum, Facilities, Equipment, additional Staff
Funding Sources

- Federal & Private Grants
- Per Pupil Funding
- RCA Foundation

Operations & Investment
Financial Strategy

Objective: Ensure a Financially Stable School

Plan: Create 2 Financial Entities:

1. **RCA (School).** RCA will receive public funds directly. Will manage operational expenditures (facilities, payroll, taxes, curriculum, etc)

2. **RCAF (Foundation).** RCAF will receive grants and charitable contributions. Will fund: a) School operational shortfall; b) special projects (eg green spaces, student exchanges, expansion, teacher grants, etc) and; c) a long term “nest egg” with the goal of self sufficiency

Details:

1. Both RCA and RCAF will be 501(c)3
2. RCA will use funds within the current year
3. RCAF will allocate necessary monies to close operational gaps at RCA and will manage the balance. 80% of the balance will be allocated within 1 to 3 years and 20% will be held and invested to create a long term nest egg.
The Way Forward

4 key areas:

- Community outreach and engagement
  - Garner grassroots support, make RCA better
- Find a Leader
  - Founding Principal
- Fundraising
  - Estimate to be funded at 60 to 70% of other public schools
  - Ensure successful Funding Legislation
- Authorizer strategy and plan
  - Application approval
Thank you!
Contacts:

RiverCitiesAcademy@GMail.com  
Evelyn Pence  
(937) 205-8895  
Evelyn@PenceStudio.com

Lynn Schaber  
(513) 780-0393  
LynnSchaber@GMail.com

Sarah Strauss  
(859) 466-6682  
Sarah@SarahStrauss.com

Jeff Weghorst  
(859) 391-5450  
JWeghorst45227@Yahoo.com

Ian Maloney  
(267) 205-9478  
ibMaloney@Yahoo.com

Sabrina Tinkler  
(772) 321-0648  
MAT_SMC@Yahoo.com
Introduction

Unfortunately, in society today, schools are often the only structured environment for children. Increasingly, educators are not only responsible for providing quality instruction, but helping students learn acceptable social skills and character development. For many children, they enter school unaware as to what is expected of them both academically and behaviorally. All students, especially those who come to school from conditions that are not ideal, need to have clear and consistent behavioral and academic expectations established, maintained, and understood for them to be held accountable.

Classroom rules should always be posted in a highly visible location for the children to see. In conjunction with the classroom rules, a list of consequences should also be posted as well. These consequences should not have an emphasis on enforcement and external control, but rather an emphasis on teaching and modeling responsible behavior.

In order for the rules to be effective, they must be consistent. Children need to be guided through the rules and expectations in a developmentally appropriate progression, considering student's individual, educational, and social needs. This behavioral framework is being provided as a foundation to help build consistent and progressive disciplinary practice throughout our school.

The core of the behavioral framework was developed using data collected through Power School and SWIS (School Wide Information System). The framework should be used as an outline for teachers in their development of classroom rules. In addition, the framework includes guidelines for the cafeteria and the playground. This should help classrooms better define responsibilities around the building. Specific school policies can be found in the staff handbook.

General Behavior Guidelines

The goal of this framework is to help create a positive, caring atmosphere where all children and adults feel respected and a valued member of our school community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. **We need to set and maintain high expectations for all students both academically and behaviorally. Children will do what they think we expect them to do.** We not only need to educate our children academically, but we need to prepare them with listening and positive communication skills. In addition, we need to educate students on how to be compassionate and caring individuals who we are proud to have in our school.
community. As stated before, in many cases, we provide the only structured environment as well as safe haven for many of our children. It is imperative that we create an atmosphere where children feel positive about themselves and their accomplishments.

The following behavior guidelines have been written with the above goal as the focus.

**Respect**
Students and adults are expected to respect each other. Examples of respectful behavior include, but are not limited to the following:

- Listening to each other
- Talking politely and using appropriate language
- Using appropriate body language
- Using an appropriate tone and volume (Even when angry)
- Avoiding words that are hurtful to others
- Accepting individual differences (This includes cultural, learning, appearance, and other differences)
- Touching others’ property only with permission
- Being mindful of another people’s space
- Keeping confidential information private
- Treating school property with care

**Cooperation**
Students and adults are encouraged to work cooperatively with one another and with peers. Examples of cooperation include, but are not limited to the following:

- Working together toward common goals and interest
- Working together to resolve differences
- Adults giving students direction in keeping with the school philosophy and behavior guidelines
- Students following adult direction

**Honesty**
Students and adults are expected to conduct themselves with honesty. Examples of honesty include, but are not limited to the following:

- Doing one’s own work
- Answering truthfully within a climate of safety (e.g., without fear of reprisal)
- Being respectful of other people’s property (and only take property that belongs to them)

**Safety**
Students and adults have the right to be safe physically and emotionally. Students are expected to follow all safety rules for the school and buses, and respect other people’s right to be safe emotionally and physically. Examples of physical and emotional safety include, but are not limited to the following:

- Walking in the halls
- Walking when entering and exiting the building
- Playing on and around playground equipment appropriately
- Leaving weapons at home (including toy weapons)
- Following bus rules
- Avoiding fighting and play fighting
- Respecting other people’s physical space
- Using appropriate tone and volume at all times (Even when angry)
- Talking politely and using appropriate language
- Using appropriate body language (Avoiding obscene gestures)
- Avoiding words that are hurtful to others
- Accepting individual differences (This includes cultural, learning ability, appearance, and other differences)
- Keeping confidential information private

Consideration for Consequences

- Fair
- Consistent
- Allows for individualization
- Developmentally appropriate
- Adheres to our schools philosophy
- Reflective of exemplary practice (e.g., positive discipline)
- Promotes partnerships/communication with families
- Promotes learning and personal responsibility (Not “control and correct”)
- Built-in evaluation for effectiveness

There is three-step procedure classroom teachers can use when dealing with the discipline of their students:

1. With a student’s first significantly inappropriate behavior, the classroom teacher will hold the student accountable for their choice and help them develop a plan to improve their behavior. A Behavior Incident Form (not a referral) will be completed by the classroom teacher for their record and a copy sent to the office. Parents should be contacted if deemed appropriate by the individual that completed the form.
2. With the student’s second significantly inappropriate behavior, the classroom teacher will follow the procedures outlined above, but will contact the student’s parents about the incident. This must be documented on the parent contact form.

3. With the student’s third significantly inappropriate behavior, the classroom teacher will send the student to the administration with the appropriate referral form. The teacher is responsible for contacting the parent and documenting the conversation. The administration will also contact the parents after the classroom teachers make the initial contact.

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member other than the student’s teacher, the classroom teacher needs to be notified. However, the staff member who observed the misbehavior is responsible for filling-out the disciplinary form.

Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are violent or extremely unsafe behavior. In these cases, students should be sent directly to the administration with a major referral.

Lunchroom and Recess Guidelines:
Children’s experiences in the lunchroom and playground are integral parts of their school day. The staff’s expectations on behavior should extend from those found in the General Behavioral Guidelines and the rules established in the classroom. Staff members on duty need to use guidelines provided below and their own good judgment to help students develop responsible behavior in the cafeteria and on the playground.

Supervision:
Staff members on playground and/or cafeteria duty need to be on time, visible, alert, and continually watching for potential safety issues. If a student acts inappropriately, staff members on duty need to use their professional judgment when addressing a student. Classroom teachers will be informed of all inappropriate behaviors involving students from their class. If duty people and classroom teachers feel, a situation is of a serious enough nature or unmanageable, they should contact the office for help.

Lunchroom Guidelines:

Students will:
• enter the cafeteria in an orderly manner
• need permission to leave their seats once they sit down to eat
• speak in a normal and respectable tone of voice
• use appropriate table manners and be courteous to others
• clean their table and floor area before they will be allowed to leave for recess
• wait quietly until staff member on recess duty is available to take students out
Playground Guidelines
Boundaries: The boundaries of the playground are the blacktop, equipment area, and the field (when appropriate)

Equipment: Activities that involve any type of equipment should be used in an appropriate and safe manner.

Activities: When choosing an activity, students need to consider others’ safety. Activities such as wrestling, play fighting, and tag are examples of inappropriate activities.

Students will:
• make their way to and from the playground in an orderly manner
• need permission to leave the playground
• dress appropriately for the weather

Hallway Guidelines
• We all need to move through the hallways quietly so others trying to work are not disturbed.
• We all need to be respectful of others wherever we are in the building

Class must be delivered to and picked up from where they are traveling throughout the school by designated staff members.

Progressive Discipline Framework
The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behaviors and consequences. The level of discipline imposed shall be based on the severity of the misbehavior. This framework was developed using data collected using Power School, SWIS, and the Policy and Procedure Manuals for Worcester County Public Schools.

Level I Discipline
Level I discipline is used for minor acts of misconduct, which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation or student’s own learning process. Students may be disciplined by the professional staff member involved.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Classroom detention after-school (This must be approved by the parent prior to the detention)
2. Loss of recess or other free choice time
3. Isolation during lunch
4. Classroom isolation
5. Student participation in conference with parent/guardian and teacher
6. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
7. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)

**Level II Discipline**
Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

**Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by administration, including, but not limited to the following:**

1. Student participation in conference with parent/guardian, teacher and/or administration
2. Restriction from programs and special assemblies
3. Assignment to lunch detention
4. Partial day in-school suspension
5. Participation in cleaning/repair of damage caused to the school related environment
6. Financial restitution for repair or replacement of any damage caused to the school related environment or materials.
7. Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
8. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
9. Any other disciplinary technique that positively promotes the school’s goals and desired character trait(s)

**Level III Discipline**
Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of in-school suspension, pending disciplinary investigation of the
allegations. Student and parent/guardian participation in a conference with the
administration is an element of all discipline actions in this category, even if such a
conference has previously occurred. Initiation of necessary behavior support services
should be given, if not already provided.

Student guilty of a Level III offense may receive any discipline management technique
appropriate for the situation as determine by the administration, including but not
limited to the following:

1. Restriction from programs and special assemblies
2. Full day in-school suspension (ISS); Number of days as determined by
   administration
3. Participation in the cleaning or repair of any damage caused to the school-
   related environment
4. Financial restitution for the repair or replacement of any damage caused to the
   school-related environment or materials.
5. Development of a written or graphic representation that reflects understanding
   of the specific misbehavior, the nature of the expected behavior, and related
   character trait(s)
6. Participation in a school service project which enables the student to be engaged
   in the desired character trait(s)
7. Any disciplinary technique that positively promotes the student code of conduct,
   and desired character trait(s)

Level IV Discipline
Level IV discipline offenses represent the most serious acts of misconduct. These
offenses must be immediately reported to administration. These violations are so
serious that they may require use of outside agencies and/or law enforcement. Such
acts may result in criminal penalties being imposed. Any misconduct that threatens the
health, safety, or well-being of others may result in immediate suspension of the
student from school and/or school sponsored activities, pending disciplinary
investigation of the allegations. Student and parent/guardian participation in a
conference with the school administration and a Student Service Specialist is an element
of all discipline actions in this category, even if such a conference has previously
occurred. Initiation of support services should be given if not already provided.

Students guilty of a Level IV offense may receive any of the discipline management
techniques appropriate for the situation as determined by the administration,
including but not limited to the following:

1. Restriction from programs and special assemblies
2. Suspension from school; Number of days determined by administration and
   county policy
3. Participation in the cleaning or repair of any damage caused to the school-
   related environment
4. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials.
5. Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related character trait(s)
6. Participation in a school service project which enables the student to be engaged in the desired character trait(s)
7. Any disciplinary technique that positively promotes the student code of conduct, and desired character trait(s)

The Referral Process
Office referrals are used as documentation of acts of misconduct committed by a student. The referral also serves to help the administrative team assess a situation, communicate with the student concerning the misbehavior, and communicate with the parent regarding the infraction committed and the consequence of the student’s infraction. When an infraction occurs that requires an office referral, it is extremely important that it is as detailed as possible. When possible, the referral should include any interventions taken before the referral was written. This may include letters and dates of phone calls made to the student’s parent, or conferences that you held with the parent. It is also important that there is no form of judgment statements made on the referral form. When more than one child is involved in an incident, please use separate referral forms for each child excluding the names of the other students involved. If a parent contacts you, inquiring about the other children involved, please inform them that you are not at liberty to give out that information.

When an office referral is sent to administration, the following procedures occur:

1. A member of the administrative team will meet with the student to discuss the misbehavior committed by the student.
2. A member of the administrative team will call the child’s parent to inform them of their child’s misconduct and the consequence of the misbehavior.
3. A letter from administration is sent to the parent.
4. The referral is entered into Power School.
5. The referral is entered into SWIS.
6. A copy of the referral is mailed to the parent.
7. A copy of the referral is distributed to the student; Mr. Hall; Mr. Browne; Mrs. Donoway; the students discipline file; the homeroom teacher; special area teacher if they made the referral; Mr. Austin; Mrs. Kline; Health Department (If a student receives services provided by the Health Department).
8. The administrator that handled the referral will meet with the referring staff member to discuss the incident and the decision made.

When a referral is sent to the guidance, the following procedures occur:
1. The guidance counselor will meet with the student (along with their parent, administration, and the referring teacher if appropriate).
2. If warranted the parent and/or the appropriate agency will be notified.
3. The referral information will be entered in Power School on the guidance screen. Only the guidance counselor and designated personnel from the central office will have access to the information. The referral will be kept in a separate file than the general discipline file due to confidentiality laws. The information will not be included as part of the student’s discipline file (screen) in Power School unless it is appropriate to do so.

Please note that there may be incidences when an office referral reviewed by administration may be deemed as a guidance matter and not a disciplinary issue and will be handled as such.

If a student commits an infraction that requires an out of school suspension, the student may not return to school unless a successful re-admittance conference is held with the student, their parent, and administration.
The Healthy School Food Collaborative is committed to providing healthy, sustainable meal choices to students, families, and communities in order to improve the nutritional impact in education. We offer support to charter school developers and operators in various areas of expertise based on the proven successful practices it has built for its own network. Through a deep and committed relationship with our clients The Healthy School Food Collaborative is dedicated to ensuring the effective and efficient operations of high quality charter schools that have student outcomes and advancement at their core.

Our streamlined professional management practices are cost effective and meet the individual needs of our clients with quality products in a timely manner. We strive to relieve schools from administrative and compliance burdens and obstacles providing leaders and their staff the ability to dedicate their time and energy to teaching and learning.

WHAT WE OFFER:
- Assist managing all administrative requirements for SBP, NSLP, CACFP, SFP, FFVP and commodities
- Assist charter operators in the process of becoming their own school food authority (SFA)
- Procurement of the food service management company (FSMC) RFP process as needed as well as oversee yearly amendments
- Lunch application processing and CEP status maintenance where applicable
- Accurate and timely preparation of monthly reimbursement claims
- Set-up and management of POS system
- Nutritional programs and curriculum
- Monthly financial statements to track meal claims and reimbursements
- Development, implementation and management of school wellness policy
- Access to resources from national and local community organizations to support a healthy meal program

OUR PARTNERS:
- Healthy Hunger Free Kids Act
- Farm to School
- Let's Move
- TEAM Nutrition USDA
- Smarter Lunchrooms Movement
- Louisiana Public Health Institute
- Alliance for a Healthier Generation
- Choose MyPlate.gov
- Healthier US School Challenge
Attachment L
Farm to Table Breakfast and Lunch Program Meal Charge Procedures

I. Purpose/Policy: It is the parent’s/guardian’s responsibility to insure their child has sufficient funds on their account to cover all school meals and to keep abreast of their child’s account. The purpose of this policy is to establish consistent meal account procedures. Unpaid charges place a financial strain on the Nutrition Services Department and RCA. The goals of this policy are:

• To treat all students with dignity in the serving line regarding meal accounts. All students will receive the same meal regardless of account balance status.
• To establish a consistent school policy regarding charges and collection of charges.

II. Scope of Responsibility: The Nutrition Services Department: Responsible for maintaining charge records and notifying the parents/guardians with written documentation of outstanding balances. Upon enrollment, prior to school starting, all enrolled families will be required to complete a free/reduced application. During the first two weeks in August, any student without an application will be provided with another application and the family will be notified via phone message that the student does not have an application on file. Efforts will continue throughout the school year to obtain applications from students who exhibit financial hardships.

• RCA Principal: Responsible for obtaining free/reduced applications for students exhibiting financial hardships.
• The Parent/Guardian: Responsible for immediate payment.

III. Administration:
No child will go hungry at River Cities Academy. No child wishing to be served will go without a lunch or breakfast while at the building. It is the parent, guardian and administration’s responsibility to ensure that proper paperwork and/or funds are on file and available at the school. Students and their parents/guardians shall be notified whenever their account has a low or negative balance. Whenever a student's account has an unpaid balance of $50 or more, parents/guardians shall be notified in writing that full payment is due upon receipt of notice. Students with negative balances will be contacted by the Office Manager. This will be done via a weekly phone message and then in a written letter, or electronic e-mail if provided by family.

No charges are allowed for student ala carte items such as milk, juice, water.
In cases of repeated nonpayment by a student, the Principal or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Principal or designee may evaluate individual circumstances to determine if the student's parents/guardians need
assistance completing an application for free or reduced-price meals or need referral to social services. The Principal or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time.

The School's efforts to collect debt shall be consistent with district policies and procedures, Kentucky Department of Education (KDE) guidance, and 2 CFR 200.426. The School shall not spend more than the actual debt owed in efforts to recover unpaid meal charges. The Principal designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.
Board of Directors Recruitment, & Orientation Process

The following process provides guidelines and tasks necessary when considering new membership of the Board of Directors for the School. This process is used to identify the needs of the Board and to recruit beneficial skillsets, thoroughly consider applicants, and orient new members to the role and requirements of Board membership for the School.

Recruitment Process:

River Cities Academy (RCA) will maintain a three (3) to fifteen (15) member Board to help ensure adequate skills and talents and to encourage regular communication, availability and involvement for necessary Board governance work related to the School.

Boards should ensure diverse backgrounds, talents and skills are on their Board at all times. When considering new membership, the Board members will review the professions and experience currently on the Board and recruit for additional interest and expertise. Consideration should be made to include the following:

Non-profit Governance; Education; Financial; Operational; Legal; Human Capital; Community Involvement; and Parental point of view and expertise

With an initial Board in place, the current members are striving to increase its capacity in future years. The Board focuses on governance, financial and education industry related backgrounds when considering additional membership. Targeted areas of concentration include contacts such as individuals with charter school and nonprofit board member and/or leadership backgrounds and experience, banking associates, certified public accountants, school treasurers, tax preparers, other corporate or nonprofit treasurers or fiscal officers, teachers and leadership in higher education institutions, current or retired school leadership, educational consultants, special education providers, etc.

Recruitment for new Board members may be done through known professional contacts or referrals of local agencies, the current Board members, leadership of the School and or Sponsor contacts. Physical and electronic postings may be made when searching for membership and social media may be used to obtain information and gauge interest of potential board candidates. Social media platforms including, but not limited to LinkedIn, Twitter, Facebook and Instagram as well as other volunteer sites may be used for recruitment.
In the recruitment stage, a prospective Board member candidate will receive an overview of the School and the Charter Contract as well as financial and academic performance information on the school.

The candidate will receive a Statement of Expectations, a Conflict of Interest Policy and Disclosure Statement, a board meeting schedule and informational references to help them determine if they can make the required commitment to the Board.

If the prospective Board member candidate is interested in membership, they will provide a resume or bio, including current contact information (phone, email and address) for consideration and the Board will meet with the candidate for further discussion.

**Orientation Process:**

The Board of Directors believes that the Orientation Process is an essential process used to ensure continuous and consistent Board performance. The Board’s intent is to ensure materials, training, and information are provided to new members to encourage knowledgeable and active participation from day one of membership throughout each Board member’s full term.

Preparation and orientation of each Board member is critical to the Board’s long term effectiveness. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the School, and learn Board procedures.

Each prospective Board member candidate will be required to submit a resume or bio, with current contact information, to the Board and chief governmental relations consultant for consideration of membership. The Board member candidate’s information will be reviewed with the Board and leadership.

The prospective Board member candidate may be asked to meet with the Board president and leadership to discuss potential membership and continue the Orientation Process.

It is important to ensure that all new members are committed to the mission and vision of the Board and the School. It is critical to the success of the school that each Board member understands the roles of governance and the roles of management to ensure a cohesive and functional partnership. The meeting will allow for the candidate to meet with leadership to gain an understanding of the School operations in addition to governance responsibilities.
The Orientation Process includes the following:

1. Potential Board member candidate submits a resume or bio, with current contact information, to the president of the Board and chief governmental relations consultant.

2. Application and potential board member candidate information is shared with president and School leader for consideration.

3. A meeting with the Board president, chief governmental relations consultant and/or School leader is scheduled to discuss the Board functions, policies and procedures, expectations and requirements, and general information about the School operations. At this time, the candidate will receive the Commitment Statement and the annual Board and School calendars and informational references to ensure that he/she has the required time and resources necessary to commit to membership of the Board.

4. If the candidate appears to have skills, expertise and ample time to commit to the Board as needed, the candidate application and resume/bio is shared with all Board members and the Orientation Process continues. If it is agreed that the potential candidate may not be the right fit for the Board, a thank you letter is sent to the candidate thanking him for his/her interest but declining his Application.

5. Upon continuation of the Orientation Process, the potential Board member candidate is invited to tour the School and attend the next Board meeting. The candidate will observe the meeting and be available to answer any questions the current Board members may have.

6. Upon discussion with the Board members, attendance at a meeting, touring of the School, and meeting with the school leader, the school will prepare and provide the potential Board candidate with an electronic Board Binder for reference and review.

7. If the Board is considering new membership at the time, the Board will discuss and put to a vote the potential Board member candidate’s application at the next Board meeting. If a majority of the current members vote in favor of the new Board member candidate, then the vote will approve the new member and he will become a member of the Board of Directors of the School.

8. Upon formal Board approval, the new Board member will sign the Commitment Statement and Code of Ethics/Conflict of Interest Policy as well as commit to attending any required current or future training.
New Board members will receive access to the following critical documents that are important for Board members to review and have available for reference throughout their term:

A. Board member and staff rosters with contact information
B. A copy of the School’s contract with the Authorizer including all attachments including the educational plan, the accountability plan, the budget, the organizational chart and any relevant contracts, etc.;
C. A copy of the Board’s organizational documents including Bylaws;
D. A copy of all adopted Governance Policies;
E. Board Member reference sheets for roles, responsibilities and meeting conduct;
F. Most recent Board Member training/schedule information;
G. Most recent promotional / informational brochures for the School;
H. Annual School handbook, school and event calendar, and board meeting calendar;
I. A copy of the current School year budget and related financial information;
J. Board Member Annual Commitment Statement (for signature);
K. Board Member Conflict of Interest Policy and Annual Disclosure Statement (for signature).
River Cities Academy (‘RCA’) is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school staff and administrators. Fair and honest treatment of all students, family members, visitors and employees are our goals. In pursuit of that end, we encourage everyone to treat the other with respect.

If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or feel that he/she have been treated unfairly, he or she may express his or her concerns through the following problem resolution procedure. No person will be retaliated against or penalized formally or informally, for voicing a complaint with RCA in a reasonable, professional manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel except as provided in section A below. A person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment where the provisions of the Sexual Harassment Policy apply.

- Step I – Principal Conference – A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the Principal to discuss the grievance and seek resolution. If a complaint of discrimination is being made against the Principal, the written request can be submitted to the Chairman of the Board of Trustees, who will designate an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to RCA: Board Chair.

  - No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
The Principal shall initiate an adequate, reliable and impartial investigation and grant a conference within five (5) school days following receipt of the written complaint.

The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.

Within ten (10) school days of the conference, the Principal (or Chairman of the Board of Trustees) will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.

Step II – Appeal to Chairman of the Board of Directors if the grievance is not resolved at Step I, the grievant may appeal the decision in writing to the Chairman of the Board of Directors. The written appeal can be sent or delivered RCA: Board Chair.

The appeal must be made within five (5) school days following receipt of the principal’s written response. The Chairman of the Board of Directors, or his/her designee shall review the complaint, the principal’s response, and all information presented as part of the investigation, and meet with the individuals involved if necessary.

Within 15 school days of receiving the appeal, the Chairman or her designee shall respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.

Step III – Appeal to the Authorizer – If the grievance is not resolved at Step II, and it involves an alleged violation of state or local board policy or state or federal law or state rule, it may be appealed in writing to the school’s Authorizer. The Authorizer’s consideration of these appeals will take place according to the published Policies and Procedures of the Authorizer. If no procedures are in place, the appeal may be taken to the State of Kentucky Department of Education.
River Cities Academy (RCA) recognizes that teachers who continue to grow and develop throughout their careers have a positive impact on student achievement. The school’s extended school day and school year allows teachers and administrators to prioritize an ambitious, well-rounded, and ongoing professional development plan. Teachers will complete a minimum of 80 hours per year of required and flexible professional development in order to increase their positive impact on teaching and learning.

Teachers will attend weekly one-hour seminars, focusing on a wide array of specific continuing education subjects, arranged by the school leader. Six in-service days per year will also be dedicated to school-wide professional development and continuing education. All teachers will attend a workshop on how to meet the needs of a range of learners in their classrooms. Topics during the workshop will include differentiated instruction and 21st Century skills. All teachers new to RCA will be required to participate in a series of six educational study seminars over the course of their first two years of employment. These seminars focus on best practices and research in the field of education. Teachers will attend hands-on training workshops that focus on classroom assessments, experiential learning, and case-based teaching. Workshops will be provided that will cover a wide variety of topics relating to the use of technology in the classroom. Other workshops will cover the Reflective Cycle to inform teachers’ self-evaluation and planning strategies. Opportunities will be available for interested faculty and staff to attend professional conferences and workshops relating to a particular field or focus area.

Administrators will work with individual teachers to develop a personalized learning plan that is targeted toward needs that have been identified collaboratively, or that have been identified as a desired area of improvement by the teacher. In compliance with Kentucky Law, all teachers will receive training regarding the use of physical restraint and seclusion, and on the prevention, recognition, and reporting of child abuse and neglect.

Professional Development Workshop Sample, Summer 2020:

- Experts from the Partnership for Innovation in Education present on the philosophy
- Workshop on “understanding by Design, (Wiggins and McTighe, 2005), starting the actual process of designing the curriculum, “unwrapping” the standards and creating vertical alignment maps
- Continue working on the curriculum mapping with facilitation, defining and designing the Case studies, or project-based curricula by grade level, select materials
- Review previous work with a focus on the project, further defining expectations and aligning standards
- Start creating rubrics for the defined evidence of mastery, giving meaning to what is the expected product for each grade level, clearly articulating mastery
- Continue the work, focus on the beginning weeks of school and the transition students will need to make to be successful in the new learning environment compared to traditional classroom instruction
- Grade band meetings to discuss curriculum implementation, identifying challenges and support systems
• Preparation for parent open house, expectations/ explanation of standardized testing programs/teacher evaluation procedures and timelines/ student progress reports

In accordance with RCA’s vision of a Teacher-Empowered school with a focus on autonomy and personal responsibility, teachers will also be actively involved in their own professional development and the growth of their teaching peers. We recognize that every teacher has a unique background, education, and teaching experience, and RCA’s professional development plan is designed to maximize on this wealth of knowledge. One and a half hours per week will be dedicated to collaborative discussion and the exchange of ideas within a teaching team. As part of RCA’s commitment to innovation and transparency within the greater community, teachers will conduct case studies and research at RCA that will contribute information to the fields of child development and education. Teachers will have opportunities throughout the year to present their findings to their teaching peers, both within the school and in neighboring schools, and this ongoing research is an important characteristic of RCA’s well-rounded professional development plan.

Teachers will be observed regularly by the school leader, instructional coaches, teaching peers, parents, and retired teachers from the community. Not only will frequent observations hold teachers accountable for demonstrating reflective change and innovation in the classroom, but these observations will offer another professional development opportunity as teachers receive valuable feedback and suggestions from observers.

Finally, teachers are provided with 2.5 hours per week (not included in the annual minimum of 80 hours) of additional planning time that may be used for professional development and collaboration, as necessary.

The professional development plan will be evaluated quarterly. Success will be indicated by improvements in student achievement or motivation, and in high teacher satisfaction. Twice a year teachers and administrators will complete Kentucky’s Guide For Evaluating the Impact of Professional Learning ([https://education.ky.gov/teachers/PD/Documents/Guide%20for%20Evaluating%20the%20Impact%20of%20PL.pdf](https://education.ky.gov/teachers/PD/Documents/Guide%20for%20Evaluating%20the%20Impact%20of%20PL.pdf)) as an additional assessment for the plan. The school leader will also address professional development during employee evaluations as outlined in the Employee Evaluation Handbook, with special attention given to refining the teacher’s innovation and leadership so every teacher can become a catalyst for positive change within the school community.

*Note: this plan will be re-evaluated annually. RCA staff will attend all state and district required professional development – and these projections will be outside of the other outlined PD.*
<table>
<thead>
<tr>
<th>ACTION ITEM</th>
<th>RESPONSIBILITY FOR COMPLETING ACTION</th>
<th>COMPLETION DATE</th>
<th>STATUS</th>
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</thead>
<tbody>
<tr>
<td>1 Create &quot;Charter School Closure: Frequently Asked Questions&quot; Document</td>
<td>Authorizer Lead</td>
<td>Prior to the authorizing board’s vote to close the charter school</td>
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<tr>
<td>2 Establish Transition Team and Assign Roles</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>3 Assign Transition Team Action Item Responsibilities</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 48 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>4 Initial Closure Notification Letter: Parents &amp; School</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>5 Initial Closure Notification Letter: State &amp; Local Agencies</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>6 Talking Points</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<td>7 Press Release</td>
<td>Authorizer Lead and Charter School Board Chair</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>Number</td>
<td>Task Description</td>
<td>Lead Role</td>
<td>Timeframe</td>
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<td>8</td>
<td>Continue Instruction</td>
<td>Charter School Administrator Lead</td>
<td>Continue after the authorizing board’s closure vote until end of classes as designated in authorizing board’s closure resolution</td>
</tr>
<tr>
<td>9</td>
<td>Terminate Summer Instruction Program</td>
<td>Charter School Board Chair and Administrator Lead</td>
<td>Within 48 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>10</td>
<td>Secure Student Records</td>
<td>Charter School Administrator Lead</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>11</td>
<td>Secure Financial Records</td>
<td>Charter School Financial Lead</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>12</td>
<td>Parent Contact Information</td>
<td>Charter School Administrator Lead</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>13</td>
<td>Faculty Contact Information</td>
<td>Charter School Faculty Lead</td>
<td>Within 24 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>14</td>
<td>Convene Parent Closure Meeting</td>
<td>Authorizer Lead, Charter School Administrator and Charter School Parent Organization Leads</td>
<td>Within 72 hours of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>15</td>
<td>Convene Faculty/Staff Meeting</td>
<td>Charter School Board Chair, Charter School Administrator Lead and Charter School Faculty Lead</td>
<td>Within 72 hours of the authorizing board’s vote to close the charter school</td>
</tr>
<tr>
<td>16</td>
<td>Establish Use of Reserve Funds</td>
<td>Authorizer, Charter School Board Chair and Charter School Financial Lead</td>
<td>Within one week of the authorizing board’s vote to close the charter school</td>
</tr>
</tbody>
</table>
**Maintenance of Location and Communication**

Establish if the school will maintain the current facility as its locus of operation for the duration of closing out the school’s business, regulatory and legal obligations. In the event the facility is sold or otherwise vacated before concluding the school’s affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations. The school must maintain operational telephone service with voice message capability and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. The school must immediately inform the authorizer if any change in location or contact information occurs.

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<th>Ongoing until closure complete</th>
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**Insurance**

The school’s assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school should:

- Maintain existing insurance coverage until the disposal of such assets under the school closure action plan;
- Continue existing insurance for the facility, vehicles and other assets until disposal or transfer of real estate or termination of lease. After sale of real estate or termination of lease, and before transfer of ownership, the school shall:
  - Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagees, bond holders, etc.);
  - Continue or obtain appropriate security services; and
- Plan to move assets to secure storage after closure of the school.

If applicable under state statute, the school should maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.

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<thead>
<tr>
<th>Ongoing until all business related to closure is completed</th>
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Charter School Board Chair and Charter School Financial Lead

<p>| Charter School Board Chair | Charter School Financial Lead |</p>
<table>
<thead>
<tr>
<th>Parent/Guardian Closure Transition Letter</th>
<th>Distribute letter with detailed guidance regarding transition plan. Notification should include, but not be limited to:</th>
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<tbody>
<tr>
<td><strong>Date of the last day of regular instruction;</strong></td>
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<tr>
<td><strong>Cancellation of any planned summer school;</strong></td>
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<tr>
<td><strong>Notification of mandatory enrollment under state law;</strong></td>
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<tr>
<td><strong>Dates of any planned school choice fairs;</strong></td>
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<tr>
<td><strong>Information on obtaining student records pursuant to the state Freedom of Information Law before the end of classes;</strong></td>
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<tr>
<td><strong>Contact information for parent/guardian assistance/questions.</strong></td>
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<thead>
<tr>
<th>Staff/Faculty Closure Transition Letter</th>
<th>Outline transition plans and timelines for staff, including but not limited to:</th>
</tr>
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<tbody>
<tr>
<td><strong>Commitment of school’s board to transitioning staff;</strong></td>
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<tr>
<td><strong>Commitment to positive transition of children into new educational settings;</strong></td>
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<tr>
<td><strong>Any transition to new employment assistance board anticipates providing (such as job fairs);</strong></td>
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<tr>
<td><strong>Timelines for compensation and benefits;</strong></td>
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<tr>
<td><strong>Timelines for outstanding professional development issues;</strong></td>
<td></td>
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<tr>
<td><strong>COBRA information;</strong></td>
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<tr>
<td><strong>Contact information for relevant personnel;</strong></td>
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<tr>
<td><strong>Contact information for transition team member;</strong></td>
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<table>
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<tr>
<th>Agency Notifications</th>
<th>The school must satisfy statutory and regulatory obligations to ensure a smooth transition for students. Check requirements under state statute and regulation. Agency notifications may include:</th>
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</thead>
<tbody>
<tr>
<td><strong>State charter school oversight department;</strong></td>
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<tr>
<td><strong>School finance;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grants management;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Federal programs office;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State teacher retirement system;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Local school district superintendent;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>State auditor/comptroller/budget office (depending on revenue flow);</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment and testing;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Data reporting (student information);</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Child nutrition;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility for Completing Action</th>
<th>Charity School Board Chair and Charter School Administrator Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date</td>
<td>Within 10 days of the authorizing board’s vote to close the charter school</td>
</tr>
</tbody>
</table>

| Status | 
|---|---|
| Provide the authorizer with a copy of the letter. | 
| Provide the authorizer with a copy of the letter and any accompanying materials. |
### Union Notification Pursuant to any Collective Bargaining Agreement

If applicable, the school should consult legal counsel and work with them to notify any unions of termination of collective bargaining agreements (CBAs) and the pending cessation of instruction, pursuant to the notice requirements set forth in any existing CBA or notice requirements of applicable federal, state, and local law. The school should:

- consult with legal counsel with respect to notice requirements for terminating the CBA and the legal implications with respect to termination of CBAs and the termination of employees connected to the CBAs;
- provide a copy of the notice to the authorizer; and
- keep the authorizer informed of the implications, penalties and damages in connection with any termination of a CBA and ongoing discussions and negotiations with the union in connection with termination.

Charter School Board Chair

Within one week of the authorizing board’s vote to close the charter school

### Notification of Employees and Benefit Providers

The school should establish an employee termination date and:

- notify all employees of termination of employment and/or contracts;
- notify benefit providers of pending termination of all employees;
- notify employees and providers of termination of all benefit programs;
- terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including:
  - health care/health insurance;
  - life insurance;
  - dental plans;
  - eyeglass plans;
  - cafeteria plans;
  - 401(k) retirement plans; and
  - pension plans.

Specific rules and regulations may apply to such programs, especially teachers' retirement plans, so legal counsel should be consulted.

Provide the authorizer copies of all materials.

Charter School Board Chair and Charter School Financial Lead

Within 45 days of the authorizing board’s vote to close the charter school

### Notification of Management Company/Organization and Termination of Contract

The school must:

- notify management company/organization of termination of education program by the school's board, providing the last day of classes and absence of summer programs;
- provide notice of non-renewal in accordance with management contract;
- request final invoice and accounting to include accounting of retained school funds and grant fund status; and
- provide notice that the management company/organization should remove any property lent to the school after the end of classes and request a receipt of such property.

Provide a copy of this notification to the authorizer.

Charter School Board Chair

Within three weeks of the authorizing board’s vote to close the charter school

### Notification of Contractors Agreement

The school must formulate a list of all contractors with contracts in effect and:

- notify them regarding school closure and cessation of operations;
- instruct contractors to make arrangements to remove any contractor property from the school by a certain date (copying machines, water coolers, other rented property);
- retain records of past contracts as proof of full payment; and
- maintain telephone, gas, electric, water and insurance (including Directors and Officers liability insurance) long enough to cover the time period required for all necessary closure procedures to be complete.

Provide the authorizer written notice of such notification.

Charter School Financial Lead

Within three weeks of the authorizing board’s vote to close the charter school
<table>
<thead>
<tr>
<th></th>
<th>Notification to Creditors</th>
<th></th>
<th>Notification to Debtors</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Solicit from each creditor a final accounting of the school’s accrued and unpaid debt. Compare the figures provided with the school’s calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. Provide the authorizer a written summary of this activity.</td>
<td>Charter School Financial Lead</td>
<td>Within one month of the authorizing board’s vote to close the charter school</td>
</tr>
<tr>
<td>27</td>
<td>Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained. Provide the authorizer a written summary of this activity.</td>
<td>Charter School Financial Lead</td>
<td>Within one month of the authorizing board’s vote to close the charter school</td>
</tr>
</tbody>
</table>
## Disposition of Records

If the school's board has a records retention policy, or if records retention in charters is governed by state law, follow the appropriate policy and/or law.

In all cases, the school board shall maintain all corporate records related to:

- loans, bonds, mortgages and other financing
- contracts
- leases
- grants (records relating to federal grants must be kept in accordance with 34 CFR §842.)
- employees (background checks, personnel files)
- accounting/audit, taxes and tax status
- employee benefit programs and benefits
- any items provided for in the closure action plan

If the school does not have a records retention policy, and no state law governs records retention in charter schools, or if the school's board abdicates responsibility for records, authorizers that seek to take possession of personnel, non-student and non-personnel records should consult legal counsel about liabilities.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Responsibility for Completing Action</th>
<th>Completion Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Charter School Board Chair</td>
<td>Within two months of the end of classes and ongoing</td>
<td></td>
</tr>
</tbody>
</table>

## Final Report Cards and Student Records

The school must ensure that:

- all student records and report cards are complete and up-to-date
- parents/guardians are provided with copies of final report cards and notice of where student records will be sent (with specific contact information)
- parents/guardians receive a reminder letter or postcard reminding them of the opportunity to access student records under Freedom of Information law

Provide the authorizer with a copy of the notice.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Responsibility for Completing Action</th>
<th>Completion Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Charter School Administrative and Faculty Lead</td>
<td>One week after the end of classes</td>
<td></td>
</tr>
</tbody>
</table>

## Transfer of Student Records

As required by state statute, the school must transfer all student records to students’ new schools, a state agency or another entity. Student records to include:

- grades and any evaluation
- all materials associated with Individual Education Plans
- immunization records
- parent/guardian information

The school must contact the relevant districts of residence for students and notify districts of how (and when) records—including special education records—will be transferred. In addition, the school must create a master list of all records to be transferred and state their destination(s).

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Responsibility for Completing Action</th>
<th>Completion Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Charter School Administrative Lead, Charter School Faculty Lead and Charter School Parent Organization Lead</td>
<td>Within one month after the end of classes</td>
<td></td>
</tr>
</tbody>
</table>

## Documenting Transfer of Records

Written documentation of the transfer of records must accompany the transfer of all student materials. The written verification must include:

- the number of general education records transferred
- the number of special education records transferred
- the date of transfer
- the signature and printed name of the charter school representative releasing the records
- the signature and printed name of the district (or other entity) recipient(s) of the records

Provide copies of all materials documenting the transfer of student records to the authorizer.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Responsibility for Completing Action</th>
<th>Completion Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Charter School Board Chair and Charter School Administrative Lead</td>
<td>Within one month of the end of classes</td>
<td></td>
</tr>
</tbody>
</table>
Transfer of Testing Materials

The school must determine state requirements regarding disposition of state assessment materials stored at the school and return as required.

Provide authorizer with letter outlining transference of testing materials.

Charter School Administrative Lead

One week after the end of classes
<table>
<thead>
<tr>
<th>ACTION ITEM</th>
<th>RESPONSIBILITY FOR COMPLETING ACTION</th>
<th>COMPLETION DATE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 U.S. Dept. of Education Filings</td>
<td>Charter School Financial Lead</td>
<td>One week after the end of classes</td>
<td></td>
</tr>
<tr>
<td>IRS Status</td>
<td></td>
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<tr>
<td>If the school has 501(c)(3) status, it must take steps to maintain that status including, but not limited to, the following:</td>
<td>Charter School Board Chair and Charter School Financial Lead</td>
<td>Date to be determined depending on 501(c)(3) status</td>
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<tr>
<td>– notification to IRS regarding any address change of the School Corporation; and</td>
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<tr>
<td>– filing of required tax return or reports (e.g., IRS form 990 and Schedule A).</td>
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<tr>
<td>If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status, and provide a copy to the authorizer.</td>
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</tr>
<tr>
<td>UCC Search</td>
<td>Financial Lead</td>
<td>Within 30 days of the authorizing board’s vote to close the charter school</td>
<td></td>
</tr>
<tr>
<td>If required under state statute, the school should perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached.</td>
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<tr>
<td>Provide a copy of the search to the authorizer.</td>
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<tr>
<td>Audit</td>
<td>Charter School Board Chair and Charter School Financial Lead</td>
<td>Within 120 days of the end of classes</td>
<td></td>
</tr>
<tr>
<td>The school must establish a date by which to complete a final close out audit by an independent firm or state auditor as determined by statute.</td>
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<tr>
<td>Provide a copy of the final audit to the authorizer.</td>
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<tr>
<td>Vendors</td>
<td>Charter School Financial Lead</td>
<td>Within 45 days of the authorizing board’s vote to close the charter school</td>
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<tr>
<td>The school must:</td>
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<tr>
<td>– create vendor list; and</td>
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<tr>
<td>– notify vendors of closure and cancel or non-renew agreements as appropriate.</td>
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<tr>
<td>Provide the authorizer with a copy of all documents.</td>
<td></td>
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<tr>
<td>Inventory</td>
<td>Charter School Financial Lead</td>
<td>Within 45 days of the authorizing board’s vote to close the charter school</td>
<td></td>
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<tr>
<td>The school must:</td>
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<tr>
<td>– create a fixed asset list segregating state and federal dollars,</td>
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<tr>
<td>– note source codes for funds and price for each purchase; and,</td>
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<tr>
<td>– establish fair market value, initial and amortized for all fixed assets.</td>
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<tr>
<td>Provide the authorizer with a copy of all documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition of Property</td>
<td>Authorizer and Charter School Financial Lead</td>
<td>Within 45 days of the authorizing board’s vote to close the charter school</td>
<td></td>
</tr>
<tr>
<td>Check with the state department of education regarding proper procedures for the disposition of property purchased with federal funds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition of Inventory</td>
<td>Charter School Financial Lead</td>
<td>Within 45 days of the authorizing board’s vote to close the charter school</td>
<td></td>
</tr>
<tr>
<td>Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for any remaining items.</td>
<td></td>
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<tr>
<td>Provide the authorizer with a copy of all documents.</td>
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</tr>
<tr>
<td>Property Purchased with Public Charter School Program (PCSP) Funds</td>
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</tbody>
</table>
| Establish under state or individual school agreements required disposition of property purchased with PCSP funds. Generally, property purchased with PCSP funds must first be offered to other charter schools within the same region in which the closing school is located, with requisite board resolutions consistent with the purpose of the PCSP. If no schools want the property, an auction must be held to dispose of the PCSP assets. The school must:  
- ensure public notice of the auction is made widely;  
- price items at fair market value, as determined from inventory and fixed assets policy; and  
- determine with the state education department how to return funds if any remain.  
Provide the authorizer board resolutions and minutes of any transfer of assets with a dollar value of zero (0) to another school. | Charter School Financial Lead | Within 60 days of the end of classes |

<table>
<thead>
<tr>
<th>Disposition of Real Property (i.e., Facilities)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine state requirements for real property acquired from a public school district to determine right of first offer and other applicable requirements for disposition.</td>
<td>Charter School Financial Lead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payment of Funds</th>
<th></th>
</tr>
</thead>
</table>
| The school should work with the authorizer to prioritize payment strategy considering state and local requirements. Using available revenue and any funds from auction proceeds, pay the following:  
- retirement systems;  
- teachers and staff;  
- employment taxes and federal taxes;  
- audit preparation;  
- private creditors;  
- overpayments from state/district; and  
- other as identified by authorizer.  
Provide the authorizer with a copy of all materials associated with this action. | Authorizer and Charter School Financial Lead | Plan complete within 45 days of the authorizing board’s vote to close the charter school and ongoing activity until completed |

<table>
<thead>
<tr>
<th>Expenditure Reporting</th>
<th></th>
</tr>
</thead>
</table>
| Ensure that Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed.  
Provide the authorizer a copy of all materials. | Charter School Financial Lead | Within 45 days of the end of classes |

<table>
<thead>
<tr>
<th>Itemized Financials</th>
<th></th>
</tr>
</thead>
</table>
| Review, prepare and make available:  
- fiscal year-end financial statements;  
- cash analysis;  
- list of completed bank statements for the year;  
- schedule of receivables;  
- list of payables (and determinations of when a check used to pay the liability will clear the bank);  
- list of all unused checks;  
- list of petty cash; and  
- list of bank accounts.  
Additionally, collect and void all unused checks as well as close accounts once transactions have cleared. | Charter School Financial Lead | Within 30 days of the end of classes |

<table>
<thead>
<tr>
<th>Payroll Reports</th>
<th></th>
</tr>
</thead>
</table>
| The school must generate a list of all payroll reports including taxes, retirement or adjustments on employee contracts.  
Provide the authorizer with copies of all materials. | Charter School Financial Lead | Within 30 days of the end of classes |
List of Creditors and Debtors

Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:

- contractors to whom the school owes payment;
- lenders;
- mortgage holders;
- bondholders;
- equipment suppliers;
- secured and unsecured creditors;
- pension or organizations who owe the school fees or credits;
- lessees or sub-lessees of the school; and
- any person or organization holding property of the school.

Charter School Financial Lead

Within three weeks of the authorizing board’s vote to close the charter school

ENDNOTES


2. Suggested completion timeframes are based on lessons shared from authorizers experienced with school closure. Authorizers consulting this document are encouraged to modify timeframes based on statute, regulation, and local considerations.